DOCUMENT RESUME

ED 201 722 CE 027 728

AUTHOR	Carta, Elizabeth
TITLE	Childhood and Parenthood Competency Education. Final Report.
INSTITUTION	Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
PUB DATE	30 Jun 78
NOTE	375p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Child Development; Child Rearing; Competency Based Education; Cross Age Teaching; *Curriculum Development; Demonstration Programs; Environmental Influences; *Experiential Learning; Heredity; High Schools; Home Economics; Laboratory Training; Learning Activities; Learning Modules; Material Development; Nutrition; *Parenthood Education; *Practicums; Secondary Education; Self Actualization; Social Change; Social Influences

ABSTRACT

This report describes the third year of a project to develop a high school program which combines experience and theory to prepare students to meet their responsibilities as parents. The 24-page narrative discusses setting and participants, needs, program objectives and scope, methods (courses and other program components), findings (including evaluation) and analysis, recommendations, and benefits derived by students and the community. Appendix B provides two alternative interest approaches. Several forms used in the Cross-age Learning component (tutoring experience at elementary and middle schools) are in appendix C. Appendix E contains six curricula modules used in classroom instruction: (1) Who Am I? (2) Toward Self-Actualization, (3) Families: Traditional/"New Breed" (effect of changes in society), (4) Getting the Right Start (influence of heredity and environment on child development with emphasis on nutrition), (5) It's More Than Changing a Diaper (parenthood competencies), and (6) Experience with Children (simulation of laboratory experience with peers). Each module contains some or all of the following materials: student performance objectives; coordination of content/concepts with learning experiences or strategies, resources, and measurement of the effectiveness of the activity; learning activities/worksheets; evaluation materials; and information sheets. (Appendixes A and D list field-test teachers and dissemination of project materials.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201722

CHILDHOOD AND PARENTHOOD
COMPETENCY EDUCATION

FINAL REPORT

Elizabeth Carta
Norwalk Board of Education
105 Main Street
Norwalk, Connecticut

June 30, 1978

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
PLANNING AND DEVELOPMENT
HARTFORD, CONNECTICUT

CE 027 728

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. Pichanick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ANTI-DISCRIMINATION CLAUSE

"The Norwalk Board of Education does not discriminate on the basis of race, color, national origin or sex in accordance with Title IX of the Educational Amendments and; the Civil Rights Act of 1964 as amended; and laws pertaining to student records."

FINAL REPORT

TABLE OF CONTENTS

Page

PREFACE ii

BACKGROUND OR SETTING 1

METHODS 7

FINDINGS AND ANALYSIS 18

RECOMMENDATIONS.................................. 22

CONCLUSIONS 23

APPENDICES

APPENDIX A - Resources Used 25

APPENDIX B - Alternative Interest Approaches 28
  Plant Care
  Egg Care

APPENDIX C - Cross-Age Learning Forms
  1. Letter 30
  2. Teacher Evaluation 32

APPENDIX D - Dissemination of Project Materials 33

APPENDIX E - Curricula Modules
  1. "Who Am I?"
  2. Toward Self-Actualization
  3. Traditional/"New Breed"
  4. Getting The Right Start
  5. It's More Than Changing A Diaper
  6. Experiences with Children

PREFACE

Some years ago, the U.S. Commissioner of Education Sidney P. Marland, Jr. commented: We insist plumbers have four to five years training before they put a wrench to a pipe, yet we have no system at all for the single most important role of parenthood."

In the years since then, American educational institutions have acknowledged the validity of Dr. Marland's judgement. One of these, the Norwalk Board of Education, recognized its responsibility to do something about it and during the last three years has developed a program, "Childhood and Parenting Competency Education." Through adoption of the program, other school administrators and teachers can implement a laboratory course for high school students which combines experience and theory to enable young people to more effectively meet their responsibilities as parents.

The final report describes the third year of the exemplary project and serves the major purposes:

To provide teachers who are new to the program with a practical and operational plan around which to build an education-for-parenthood program.

To provide authentic, and up to date information about what the program is attempting to do, methods for accomplishing this and the results of the evaluation process.

To communicate in precise terms information about all components of the program, the positive and negative results, and the specific problems encountered.

Section I describes all aspects of the program.

Section II provides curricula produced by the project staff and other resources utilized by the participants.

This project could not have been completed without the help of many persons.

Credit for greatest part of the program to make it relevant and meaningful must go to the many student participants who challenged, questioned and provided their valuable ideas. Thanks, also, goes to Mrs. Gale Hall who has made significant contributions to all components; the curricula, the Nursery School, and the Cross-Age Learning.

I continue to owe special gratitude to Dr. Fred Haddad of the Bureau of Vocational Program Planning and Development, for specific counsel and advise not only during the earlier years but also during this one. He gave much to the development of ideas and concepts from the depth of his understanding. I extend my sincere appreciation to Mrs. Kathy Brophy, State Consultant of Consumer Home Economics, who made useful suggestions and gave me much encouragement.

To Dr. Peter A. Barile, Jr., Assistant Superintendent for Instruction, I owe special thanks for his support. I remain appreciative of the persistent encouragement of Mr. Forrest Parker, Supervisor of Practical Arts, whose assistance reinforced the total project.

I am also grateful for the stimulation given to me by professional colleagues throughout the state. Through their commitment to field-test the project materials, they have reinforced my resolve to continue parenting education development on an on-going basis to keep this subject viable.

The program was given support by the following Norwalk principals:

Mr. Geno Eriquezzo, Naramake and Fitch Elementary Schools
Mr. Lewis Dunlap, Norwalk High School
Mr. Francis X. Murphy, Nathan Hale Middle School

I would like to express my gratitude to the fine staff at Norwalk High School and cross-age learning fieldsite schools who, under the leadership of Mrs. Gale Hall, helped in specialized phases to implement the program.

High School Component

Priscilla Goldner
Joan Stenger
Linda Romonosky

Elementary School Component

Fitch School

Mrs. Dorothy Gall
Mrs. Marie Taylor
Mrs. Ellen Donnen
Mrs. Betty Golding
Mrs. Norma Burkhart
Miss Pearl Ramsey
Mr. Joseph Silva
Mr. Myron Semchuk
Mrs. Shirley Marry
Mr. Richard McCann

Elementary School Component (Cont.)

Naramake School

- Mrs. Joan Solorow
- Mrs. Eileen Gibson
- Mrs. Mary Louise Delio
- Mr. Jeffrey Thompson
- Mrs. Rose Ebacher
- Mrs. Frances Drowne
- Mr. John Canevari
- Miss Gertrude Carey
- Mrs. Eileen Lindwall
- Mrs. Rosemary Scullane
- Mrs. Mildred LaLime
- Mrs. Madeline Birarelli
- Mrs. Gale McDonald

Nathan Hale

- Mrs. Nancy Nardella
- Mrs. Kathleen Sarmiento
- Mrs. Mary Virgil
- Mrs. Carmen Loffredo
- Mrs. Rebecca Wiebe
- Mr. Charles Szlachetka

The parents of the nursery school children proved to be resource people as they shared parenting experiences and concerns on a formal basis at parent conference sessions and on an informal conversation basis.

The project operated under the continuous consultative services of the Bureau of Vocational Program Planning and Development of the State Department of Education.

Elizabeth Carta
Project Director

EJC/en

Background

The purpose of this report is to provide a summary of the "Childhood and Parenthood Competency Education" projects third year of implementation. The project was funded through the Bureau of Vocational Program Planning and Development of the Connecticut State Department of Education. As a result of its success, the Norwalk Board of Education has indicated that it will thereafter support the program. The information included in this report will permit program staff in Norwalk to reflect on this year's accomplishments and to identify future goals.

Setting and Participants

Norwalk High School, the setting of the project, is located in Norwalk, Connecticut, a city of 83,000 people. It is primarily an industrial city with a broad diversity of industries. Norwalk is a suburban as well as urban in its complexity, with an ever-increasing influx of minority group, low-income families. This influx characteristic is due largely to the fact that neighboring towns do not provide needed housing for these skilled and semi-skilled workers.

The Norwalk Public Schools enroll 14,421 students; of these 2,317 students are enrolled in Norwalk High School. The school population displays a wide degree of heterogeneity with minority groups composed largely of black students and Spanish-speaking students. Recently, a marked increase has been noted in the Greek-speaking student population. Of this adolescent student group at Norwalk High School, twenty-two percent are of minority groups and at least an additional ten percent are disadvantaged or handicapped. Bussing is employed to assure an equal racial mix in all schools at all levels of education in the Norwalk Public Schools. This continuous bussing policy has been in effect since 1962 and is well received by the community at-large.

Participants in the program are high school students from this Norwalk sampling, male and female who choose to elect the two-semester, one-credit course.

Norwalk High School has 129 fully certified teachers and 16 administrators. An auxiliary staff of 448 workers provide the necessary supportive services for the school system.

The Norwalk Board of Education works very closely with the private Central Catholic High School in Norwalk which enrolls 579 students. The students of Central Catholic High School and any others interested from surrounding communities are afforded the opportunity to participate in the Childhood and Parenthood Competency Project.

The Norwalk Board of Education is committed to educate for not only reduction of sex stereotyping, but also to encourage sex-role departure in students' career choices.

Childhood and Parenthood Competency Education is a special program which students at Norwalk High School select and for which school credit is received. Participant adolescents are trained in child rearing, in the understanding and handling of little children. This training program, recognized as an integral part of general knowledge, not less important for the individual than knowledge of the three R's, combines theory and experiences with children. There is wider acceptance today of the fact that parents need specific instruction in child rearing. The focal point for corrective procedures is shifting to changing the interaction between parent and child, replacing the tendency to concentrate on the unconscious process within the child. Through the program with this focus, Norwalk students are trained in skills which enable them to more effectively meet the responsibilities as parents, whether these responsibilities are to be assumed in the immediate future or some later time - 5-10 years from now.

First, in the nursery school setting, students gain immeasurably from their direct contact with young children and the mothers of these children. In the classroom - the program's second component - students explore various aspects of the parent role in 5 curricula modules. Finally, in the elementary school sites, the teenagers through the cross-age learning component, have a chance to observe, test and experiment with the parenting concepts and theories discussed in class.

Needs

Those of us in the field of Home Economics have devoted ourselves to the concept that the importance of parenting is really part of the heritage of the human race. Although children's needs are recognized in many programs and projects, current knowledge has generally yet to be translated into a policy to fill the educational needs of young people for their role as parents. However, some of these major needs have been identified and met through the Childhood and Parenthood Competency Program.

High school students have had more options for applying their knowledge than are usually provided in the secondary curriculum. The nursery school laboratory required high school students to begin their work by developing a basic knowledge of child development. In the cross-age learning component, they also learned methods to use this knowledge in teaching children. They applied their learning through their work with elementary students. The program, through not only the nursery school experience but also through cross-age learning, provided high school students a much needed opportunity as future parents, caregivers or child advocates of their community, to explore their feelings and attitudes toward working with children.

Another need being met through cross-age learning is for the improvement of communications and work relationships between peers and authority figures. High school students and elementary teachers were provided the opportunity to work closely together for the mutual benefit of their elementary students. Elementary children received more individualized instruction and began to learn at a rate nearer to their potential. The efforts of trained high school students added to those of the elementary teacher allowed for more individualized attention to the students' learning problems. The high school students' self-image was enhanced as they provided realistic teenage role models that helped accelerate the emotional growth of the elementary children.

Two hundred participants coming from different cultural backgrounds, reared in different neighborhood communities, exposed to the different socialization practices of their parents, formed this year's target group for the parenthood education project.

The Program's Principle Objectives

1. Students will learn to respect the common needs and personal differences of individuals and to recognize universal patterns of development.
2. Students will improve the skills necessary for maintaing effective relationships.
3. Students will identify the positive and negative effects which authority figures have on personal development.
4. Students will demonstrate skills related to personal needs and to family functioning needs, i.e., communications, conflict resolution and value clarification.
5. Students will identify knowledge and skills necessary for jobs and careers in related child care services and evaluate career options in terms of self-assessment and through the decision-making process.
6. Students will provide cross-peer sharing of their specialized knowledge to enable non-program participants to make more valid decisions in preparation for parenthood.

Scope of the Project

The goal in the Childhood and Parenthood Competency Education program is to provide high school students with experiences and information pertaining to parenting in order to better prepare them for their potential roles as parents, whether these are assumed in the near or far future. To familiarize the reader with the program and its participants the following information is presented.

The conditions under which the project operated includes a practicum experience in a nursery school setting and education centers. As a consequence, each of the 200 students explored 4 environments:

Scope of the Project (Cont.)

1. The nursery school setting which provided direct exposure with young children and their parents.

2. The school classroom which provided opportunities for learning and interpersonal interactions with peers and sharing of child development concerns.

3. The cross-age learning component in which teenagers observed, worked with elementary youngsters and learned how their behaviors differ from that of the nursery school age child.

4. The home where teenagers performed specific tasks for the purposes of personal growth and the improvement of family relationships.

Providing a variety of instructional strategies is an important consideration in any program. In Childhood and Parenthood Competency Education, various instructional methods and techniques utilized in the program, were developed within a broad framework of reflective thought for both the individual and the group.

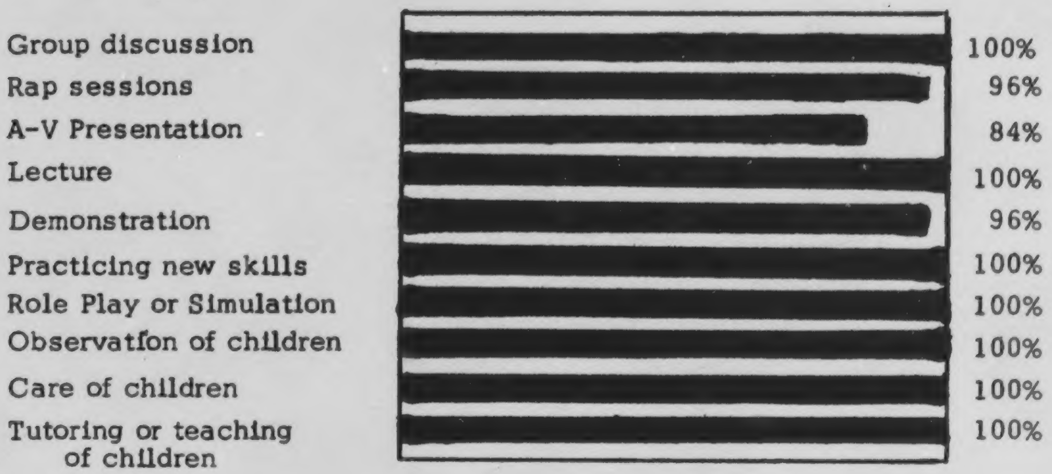
The following focused on the individual directly despite the fact that the student was in a classroom with many others:

a) Providing for Individual Differences through laboratory experiences in the nursery school and cross-age learning field-sites, contract plan, and peer tutoring.
b) Questioning strategies employing such communication areas as defining, classifying, comparing, evaluating were an effective means of stimulating thinking and learning.
c) Socometric techniques based upon the assumption that one works most effectively with his preferred associates, was used to help students adjust to the dynamics of the peer group.
d) The case method emphasizing reactions to problem situations, closely parallels the realities of parenting.

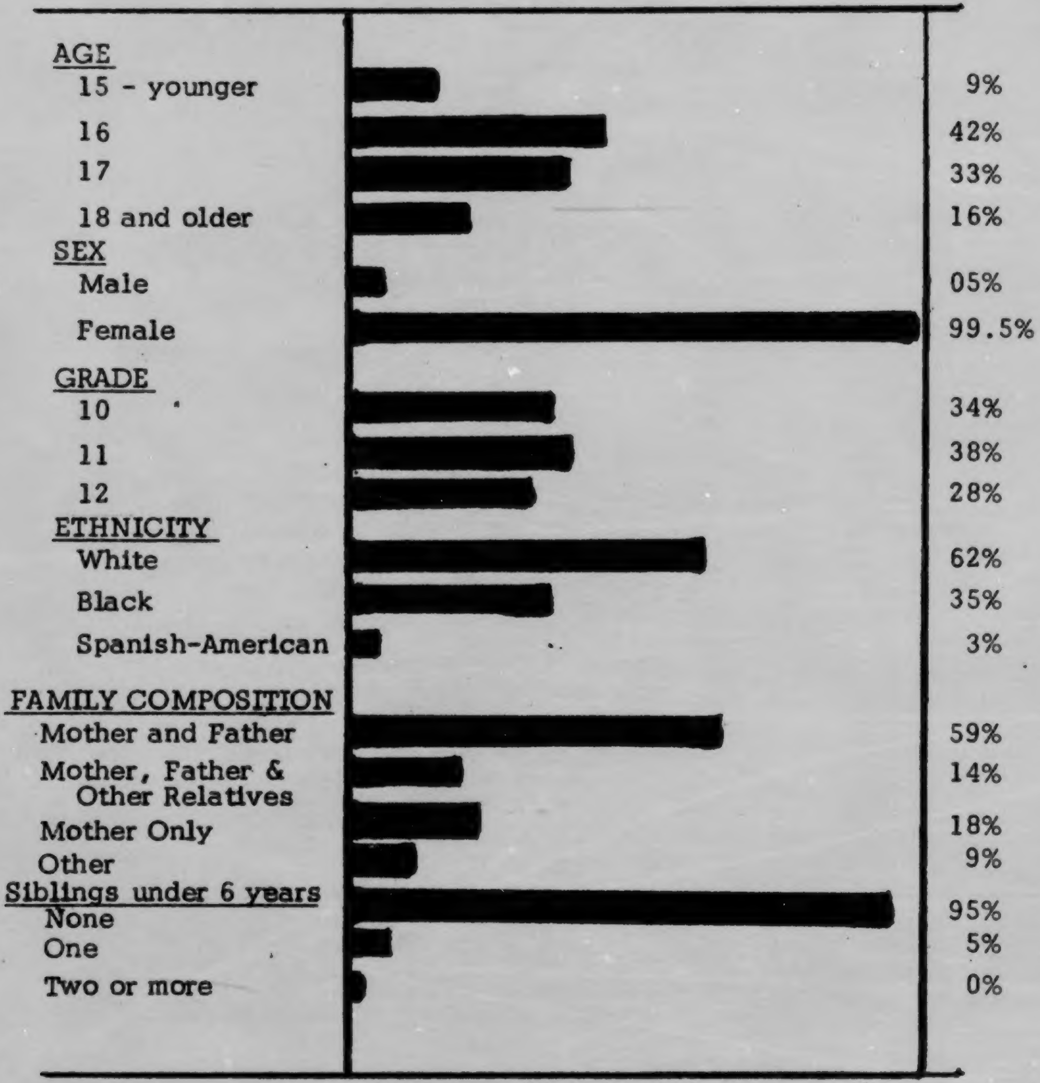
Effective instructional groups provide not only a setting for instruction but also offers direction to those involved through:

a) discussion methods provided a vehicle for problem analysis followed with a consideration of alternatives.
b) group processes were based upon the assumption that individual imput is essential to effective group output.
c) information giving methods encourage the retention of facts supported through illustrated lectures, film and filmstrip analysis and reviews.

A survey was given each participant in order to determine his or her perceptions of the instructional strategies through which they learned. Several categories which represent the more commonly used approaches are summarized in the graph below:



Participants were high school teenagers with the mean age being 16. A large majority were female (99.5%). In addition, a majority were enrolled in grade eleven (38%), were white (62%), lived with mother and father (59%), and had no siblings under six years of age (95%). Participants characteristics are summarized in the following graph:



Methods

Childhood and Parenthood Competency Education third year's emphasis was underscored by not only the goal of giving students experimental learnings in parenthood competencies, but also one to translate the project for other interested persons who have similar programs or wish to initiate one.

The methods which provided participants with experimental learning in parenting skills covered work in two high school course offerings:

Child Development I

No prerequisite, spans human development from conception to age 5, includes approximately 18 experiences in laboratory nursery school. 1/2 credit for 20 weeks.

Child Development II

Prerequisite - Child Development I, spans human development from ages 6-13 years. 2 out of 5 class meetings are spent in a cross-age learning experience at local elementary and middle schools. 1/2 credit for 20 weeks.

All implementation of the curriculum and lab/fieldsite experiences takes place within the school's regularly scheduled 52 minute periods.

Classroom

Classroom instruction related directly the needs of the participants in their roles as nursery school teacher, tutor of older children and future parents.

The specific skills students need to acquire to become more effective parents/caretakers, or teachers were included in the objectives of the six curricula modules developed during 1977-78. A brief description of each module follows:

"Who Am I?"

Students study theories of self, distinguish between positive and negative self-concepts and look at ways to eliminate unfair or harmful attitudes.

Toward Self-Actualization

Students not only investigate the basic, human, physical, mental, social and emotional needs, how they are met, and how they relate to the person's total development, but also identify ways parents can assume maximum development of a child's potential.

Families: Traditional/New Breed

Students analyze the family as it is affected by changes in our society, investigate differences in family types and make a determination how these effect their value systems.

Getting The Right Start

Students learn how heredity and the environment influence the development of a child with a special focus on the effects of proper nutrition.

It's More Than Changing A Diaper

Students identify the variety of competencies required for parenthood in order to analyze their own potential in the parent role.

Laboratory Nursery School Component

Norwalk High School's Laboratory Nursery School is located in the Home Economics Resource Center. Two-thirds of the center is designated classroom/laboratory. When the nursery school is in session, the entire classroom is converted to accommodate the preschool child. Child-size chairs and tables are necessary for this conversion.

The majority of preschoolers are recruited by the high school students. If a shortage exists after the students efforts, community contacts, such as churches, will help fulfill the need. A last resource to use would be the media. But, be aware that the response to a radio or news ad may be overwhelming. Fifteen or twenty preschoolers is a sufficient number to enroll in this program.

There are approximately 20 students in each child development class. The students are divided into two teams. They alternately teach and observe. Each team is divided into two groups. The groups work together to plan activities to do with the preschoolers. Thus, during their classroom session the 2 groups in one team will each do a separate activity with the preschoolers while the other 2 groups of the second team observe.

A day or two before each nursery school session, the groups plan and organize their activities in class. The activities are recorded on a large chart in the room. Before signing up their activity, a group must check the chart to be sure their idea has not already been used. The teacher supervises to be sure that a wide variety of activities including arts and crafts, storytime, movement, music, and language are being carried out each day.

A particular theme is assigned for each day such as "animals", "weather", "body parts", "transportation", etc. All the activities planned for that day incorporate this theme, which gives continuity to the child's day in nursery school.

As the preschoolers arrive, it is advisable to assign a particular student to meet a particular preschooler each day so that the preschooler doesn't feel overwhelmed by all the new faces of the excited high school students. The preschoolers should quickly get into the routine of putting their belongings (coat, etc.) in the same place each day. Then they are allowed free play until all preschoolers arrive. The mothers should be encouraged to leave as soon as possible so that their children can settle into their new experience of nursery school. Having mothers linger only prolongs the adjustment of the children. It is vital that the teacher insist on this from the beginning. After a few weeks when the children are accustomed to the nursery school routine, the mothers may be invited to observe (preferably through a one-way viewing mirror).

The groups will alternate being responsible for leading the morning activities and preparing and serving the snack. The morning activities involve the pledge to the flag, discussion of the weather, and the sharing of a letter of the alphabet. This is also a good time to let the children talk about whatever is on their minds. The preparation, serving, and clean-up of snacks is the responsibility of the group in charge. After snack, all preschoolers are taken to the lavatory. This allows for easy clean-up after snack as well as establishing a bathroom routine.

Morning sessions meet the needs of preschoolers and parents better than afternoon sessions. A schedule of such a session crossing 3 classes of high school students is recorded below.

9:00 - arrival, free play
9:05 - morning exercises
9:15 - 9:45 - group activities
9:50 - new class begins group activities (often a good time for a story followed by some action)
10:30 - snack time
10:48 - new class begins group activities
11:20 - clean-up and gathering together of the days materials to take home.
11:30 - pick up by parents.

Ask for some volunteers who have a study hall right before the start of nursery school to arrive early to be there when preschoolers arrive early. During change of classes, ask some students from the previous class whose next class is nearby to stay until students from the incoming class arrive. This way the preschoolers are never left with only one attendant. Also, students who are present from a previous class ease the transition to the new faces.

Individual Child Records: A portion of each class meeting following a nursery school session is spent discussing individual children. Students and teacher record objective observations to each child's care file. (Students record their name after the observation, as they are assigned to record a certain number of times each semester.)

These records are helpful in two ways. First, the students see development taking place. Their memory usually doesn't go back far enough. And secondly, final reports to the parents are compiled and sent out at the end of the session. These final reports reinforce student learning and parental participation.

Parent-Teacher Conferences take place at two separate times for two separate purposes. Sometime soon before the first session of nursery school, the parents and their preschoolers come into each class that will be involved with nursery school. There are several purposes to this meeting. It allows the children to become familiar with the surroundings, the students, and each other. Secondly, the students and parents get to meet each other, and more importantly, the parents have an opportunity to share with the students and the teacher their reasons for enrolling their child in nursery school. If a mother hopes her child will become less "clingy", the students will know not to let the child always cling to them. Also, the students may have specific questions to ask of the parents.

This first "conference" eases the way into the second formal "parent-teacher conference". The parents are asked to come for two days in a row so that they can meet and talk with all of the "teachers", (Remember, the two teams teach on different days.)

The parents and the observing team meet in a room separate from nursery school. A volunteer teacher with a free period takes over supervising the nursery school so that the child development teacher may join the parents and students at the conference.

An informal arrangement eases tension. All participants sit in a circle. The parents have nametags that include the name of their child. The students also wear nametags. The teacher leads off with a brief overview of what will be done during the conferences followed by an introduction of all the parents and students. Students and parents are given topics to be discussed in advance of the conference. This is so students may prepare their information and so parents can think of any questions they may have.

A topic that worked out extremely well was as follows! The groups choose one of the activities that they had led that they felt went very well. They explained the activity to the parents and then told what the child had learned from it. The parents often remembered these activities.

After the discussion of activities, the students shared their objective observations of the children in the four areas of development - social, emotional, intellectual, and physical. Each student was assigned a particular child and area of development to discuss. As the day continued, the parents heard about all aspects of their child's development. The parents felt free to ask questions and add information throughout the conferences.

This second conference is a great learning experience for all involved. Parents get to see their children from a different point of view, and the students learn how to talk objectively about a child to the parent. This can be a difficult experience for a teenager, but is also a very valuable one.

When nursery school was over, the parents were sent a questionnaire to get their feedback concerning the program. Following are their responses to several of the questions, including one about the parent conferences.

Question: Did the program succeed in giving your child the types of experiences that you hoped that he/she would receive? Specify.

"Yes, I had originally enrolled my son so that he could meet and play with new friends. This has happened. In addition he has learned new games, the pledge to the flag, how to cut and paste and has become more creative."

"Yes, being able to play with other children. Taking directions from another person."

Question: Did you feel comfortable having high school students "teach" your child? Specify.

"Very comfortable. High schoolers seem to enjoy small children, and the little ones make the students feel important because the children look up to them. Good combination."

Question: Were the parent conferences helpful to you? In what ways?

"The parent conferences served two purposes. First, the students had a chance to talk in front of strangers. Second, parents had a chance to see who had been "teaching" their children, what programs the children had been participating in and what are the strengths and weaknesses of their children."

"Yes, extremely. The students went into every facet of the child's well being, as emotionally, physically, etc. and had each child to the point. It was really amazing."

"Yes, it gave me a chance to see my child through other peoples eyes and I learned from that."

"The conferences were both enjoyable and enlightening. It's amazing to learn how different your child can be away from home and mother.

Question: Have you noticed any changes in your child that you feel are a result of nursery school?

"Definitely, all he talks about is going to school. Just a very pleasant experience for him! It will be most beneficial when he attends kindergarten."

"Yes, he seems more self-assured. He tries to do more things by himself at home."

"She is more constructive in her playing rather than destructive."

"She is able to play better by herself when I am busy. She plays much better with other children."

"Yes, he is more creative and more outgoing, and also has made an especially nice friend who we visit."

Question: Additional Comments.

"This is one of the best programs for both high school students and small children that I have ever seen!!"

"My son was so enthused about going to "his school" every week, it was a pleasure to be able to have him participate."

"This is great for a family that can't afford regular nursery school. The same benefits."

"She loved every minute at school and I enjoyed bringing her."

"I wish I had had a course like this in high school."

Cross-Age Learning Component

Older and younger children working together, learning together and playing together offers an excellent opportunity for both to develop. This phenomenon of cross-age learning has existed since the beginning of man. Now, it can offer secondary students an interesting, meaningful way to reinforce learning about parenting.

A fieldsite is a place to experiment and learn how knowledge can be applied. Scientists have always had a field in which they applied laboratory theories. The cross-age learning fieldsite is a place for secondary students to practice parenting competencies.

Two elementary schools and one middle school served as fieldsites for the tutoring experience. Naramake Elementary School is adjacent to the high school so that students can easily walk over in about three or four minutes. The following programs and classes at Naramake are presently participating in the cross-age learning experience:

Kindergarten
First Grade
First and Second Grade
Second and Third Grade
Third Grade
Fourth Grade
Remedial Reading
Special Education - Slow Learning Disabilities

Fitch Elementary School is about 1.5 miles from the high school. Transportation is needed to give the students approximately 45 minutes of tutoring experience. A local taxi cab company provides the transportation.

The following special programs and classes are utilized at Fitch:

Kindergarten
First Grade
Second and Third Grade
Third Grade
Fourth Grade
Fourth and Fifth Grade
Fifth Grade
Language Development
Special Education - Developmentally ;Handicapped

Nathan Hale Middle School is located midway between the high school and Fitch Elementary School. This year all students could not be placed in the two elementary schools. Several teachers in special programs at Nathan Hale participated as follows:

High Intensity Reading
Learning Center - Learning Disabilities - 3 learning centers
Developmentally Handicapped

On the days when the students are to attend their fieldsite, they are expected to be out of the high school and on their way by the time the tardy bell for class has rung. The walkers go directly to Naramake School. The remaining students ride a taxi van. The van stops at Nathan Hale and then at Fitch. Five minutes before the end of the class time, students board the van at Fitch. Then the van picks up at the middle school and drops off the students at the high school in time for their next class A new class of child development students then board the van and the process repeats itself.

In previous years a rented school bus provided the transportation for the students. It was found that the schedule was too erratic and exacting for the bus to carry out adequately. This year, a local taxi company provides the transportation services for the 12 or so students each trip. The taxi has worked out excellently! Little if any time is wasted in transportation. The teacher must be sure that the students and taxi driver realize that it is the responsibility of the student to get to the van on time. When the tardy bell rings the van leaves so no time is lost!

There are several ways to recruit teachers from the elementary schools to participate in the program. One method is to talk to all teachers at a school during a faculty meeting. This way everyone may ask questions together and learn from each other. A second method is to approach the school principal and present the program. If he feels he wants the school to participate, he may let the teachers know that the high school teacher will be approaching them in order to answer questions and obtain information for placing students. After all of the teachers have been contacted, the high school teacher should send out a brief letter emphasizing the main points of the program along with the schedule of the tutors. An example letter is found in Appendix C-1. And finally the teacher may go directly to talk individually to the teachers and explain the program to them. Many times this method is most effective in convincing a reluctant teacher to participate. It also helps the high school teacher to get to understand each teacher's needs and reservations, so that she may place her high school students accordingly. Careful placement of high school students is essential to the success of the program. High school students should be placed primarily on their ability to meet the needs of the elementary school teacher and her students.

The first day of fieldsite is scheduled as an all-day field-trip for the high school students. They spend the day from the time the elementary school opens to the time the high school closes at their fieldsite. This is to familiarize them with the outline of their class, to get to know the children and teacher and to see how the teacher runs her classroom. Students must follow the teachers established rules as well as school rules (ex. - no gum chewing).

When the high school students arrive at their elementary school fieldsite, they report to the office and sign in on an attendance sheet. Each week the high school teacher should check and record the attendance of the students.

A problem in past years that kept many elementary school teachers from participating again is skipping on the part of the high school student. The teacher never knew if the student would show up or not, and this upset her plans. The problem has been almost completely solved. The high school students are informed before they start fieldsite, that their attendance is mandatory. If they decide one time that they are not going to go to fieldsite, they will immediately be dropped from the program. If they are sick on the day when they are scheduled for fieldsite, they have the responsibility to call up their fieldsite school and leave a message for their teacher that they are ill and will not be in that day. This helps to develop the responsibility that they will someday need to have on a job. They must be prepared to go any time they are scheduled. Rain is not an excuse to miss fieldsite.

This policy is very successful as long as the teacher enforces it. The participating teachers are more enthusiastic about participating if they know they can count on the reliability of their student helper. If the student defaults and is removed from fieldsite, their fieldsite teacher is very willing to try again next time and speaks well of the program to other teachers.

The cooperating elementary and middle school teachers are responsible for planning the high school students involvement. After considering their own needs, the needs of their students, and the needs and interests of the high school tutor, many satisfying relationships have been established Some students worked with one child while others tutored several children at once. Some students even took over the entire class for a day.

Cooperating teachers were asked to evaluate their student-tutors at the end of the program. The high school teacher should keep this evaluation in a simple quick-to-do form so as not to take up as much of the cooperating teachers time. An example is found in the Appendix C-2. Evaluations may be kept confidential or shared with the students.

During the course of the program, students are required to keep a journal of their cross-age activities. They should briefly record what they did each day at fieldsite along with their feelings, positive or negative, concerning the experience. They should also relate their relationship with the children in this parenting experience. Through the journal the student and teacher can see the growth that takes place. It is also an evaluation tool for the teacher. The journal is kept strictly confidential between the teacher and the student.

It is absolutely essential that lines of communication remain open during the course of this program. This task is the responsibility of the high school teacher. She must be sure to show up at each school at least once a week. This is to check attendance and more importantly to make contact and maintain opportunities for dialogue with the teachers. Some teachers will want to talk to the high school teacher each week. Others only need to wave as she walks by the room. She must follow up on any students with whom she may be having problems. Just a word to be sure that everything is going fine keeps the program flowing

Independent Alternatives to the cross-age learning experience were offered to students for several reasons:

1) Recognition of alternative and individual learning styles.
2) Recognizing students acknowledged lack of interest or ability to assume responsibility.
3) The student skipped a fieldsite and was dropped from that part of the program.

Sometimes a student may feel very apprehensive about working at fieldsite and may decide not to go. An independent alternative can then be worked out. Students who skip a fieldsite are still responsible to the class during fieldsite time. If this situation occurs, an alternative is required of him. An added penalty of a ten point grade drop goes along with skipping fieldsite. Finally, a student may decide after a few times at fieldsite that things aren't working out as she/he thought they would. In this case the teacher can just inform the cooperating teacher of the students decision and an alternative is prepared without any further grade penalty.

Students selecting not to work with school age children for whatever reason, are given three suggested ways to complete the class requirement.

1) research paper (teacher suggest several topics)
2) current literature (students read articles and reports findings along with his feelings in agreement or disagreement with the findings.)
3) research project (experimentation). Students may prepare a project that they will later use with children and then report on the the reaction of the children to their project.

Students who choose an independent alternative are assigned to a study hall on the fieldsite days. Study hall teachers keep attendance on a calendar supplied by the teacher. This attendance should be collected monthly by the teacher. Students doing an independent alternative are also required to keep a journal of their progress.

This year five students worked on Independent Alternatives. All of these were the result of skipping fieldsite.

At the end of each student's cross-age learning experience, he is asked to write an evaluation of his participation. The questions should be geared to reflect student needs so that the comments may be used to plan program improvements. The participating teachers were also asked to share their feelings about the program as it drew to a close. Following are some of their comments.

"The program is quite helpful to the classroom teacher, ex. - small group tutoring, (with remedial work or working with above grade level work), one to one situations, and large groups for recreation, are areas in which the high school student can be helpful. This serves to give the teacher an opportunity to work on an area of work in the classroom that requires much attention at a given time."

"I enjoyed sharing my class with a high school student. I think it was good for the 8 and 9 year olds to enjoy a young adult in class but even more valuable to a 16 year old to watch how young children operate. Thanks for the opportunity."

"Excellent program - children this age (kindergarten) react beautifully to the high school student."

"I feel that this program was a great success in my particular class. (special education - middle school) It was a pleasure to have a young student show so much feeling and enthusiasm in her work. She was better than most student teachers I had. I truly feel that this was a positive learning experience for both special students and high school students involved."

"The program proved very beneficial for my fourth graders and for the high school student. She gave the children someone to look to for an example as a student (what they might be like in the next years). The elementary children sometimes look upon the older children with anxieties and this really does help them towards more understanding. By the same token, it helps the high school student relate to the little "kids" and builds their confidence in terms of personal relationships and general information."

FINDINGS AND ANALYSIS

Significant data of the Childhood and Parenthood Competency Education program was derived from the following sources:

Interpersonal Relationships Inventory
Parent-Student "Teacher" Conferences
Field Site Teacher Evaluation
Student Journal
Survey of Student Participants - results on pages 20 and 21
Project teacher observations of student actions and reactions during real-life and simulated parenting role situations

The Interpersonal Relationships Inventory was given to students at the beginning of Child Development I class and an equal number of students in eleventh and twelveth grade home rooms who served as the control group. The score results were:

Control group - an 8 point higher difference (mean) between pre and post test
Program participants - a 26 point higher difference (mean) between pre and post tests

The higher number scored by the program participants is one indicator that they demonstrate improved skills necessary for maintaining effective relationships.

The results of the project determined through observations and testing of the participants, made evident that the program objectives were met through the following:

a) Students during the nursery school and classroom learning experiences with the unit "Toward Self Actualization" grew to respect the common needs and personal differences of individuals and to recognize universal patterns of development.

b) Students improved skills needed for effective relationships as they interacted with peers, Cross-Age Learning teachers, parents, pre-school, nursery school, elementary and middle school age children. Classroom work reinforced skills in "Who Am I?," "It's More Than Changing a Diaper," "Toward Self Actualization," and "Experiences With Children."

c) Students identified positive and negative effects which authority figures have on a child's development as observations were made in the nursery school settings, in their own homes and through structured activities in "Families: Traditional/New Breed."

d) Students demonstrated their ability to meet personal needs and those of the parenting role as they participated in parent conferences, nursery school, Cross-Age Learning field sites, classroom role play and simulation situations. In addition, students exhibited awareness of and specific parenting skills in recordings of their personal Journals, through the evaluations received from Fieldsite teachers, and results of written tests. Some of the important skills practiced and developed were those related to perceptive observations, empathy, patience, and effective communication.

At the completion of the parenting education program, the students enrolled were given an unsigned questionnaire to ascertain their reactions to the course. They were asked to "Describe your most valuable experience, as related to your parenting role, whether this role is with other person's children or your own in the near or far future. The following are representative responses:

"I learned a great deal about responsibilities. Having the kids look up to me and teaching them and having them respond well to it, made me very proud of myself and what I did."

"When I taught the children at fieldsite, it was rewarding because I worked with two slow children and they were starting to make progress just before I left. I also became very close to the children and I thought it was rewarding."

A senior boy wrote "Being able to care for a child who needs me and to be able to like them and help them and love them like my own in the future."

"I have learned that I will try to get a good relationship with my children so they won't have many problems as a boy I worked with."

"The children would come to me with their problems and ask how I would deal with the situation if I were them."

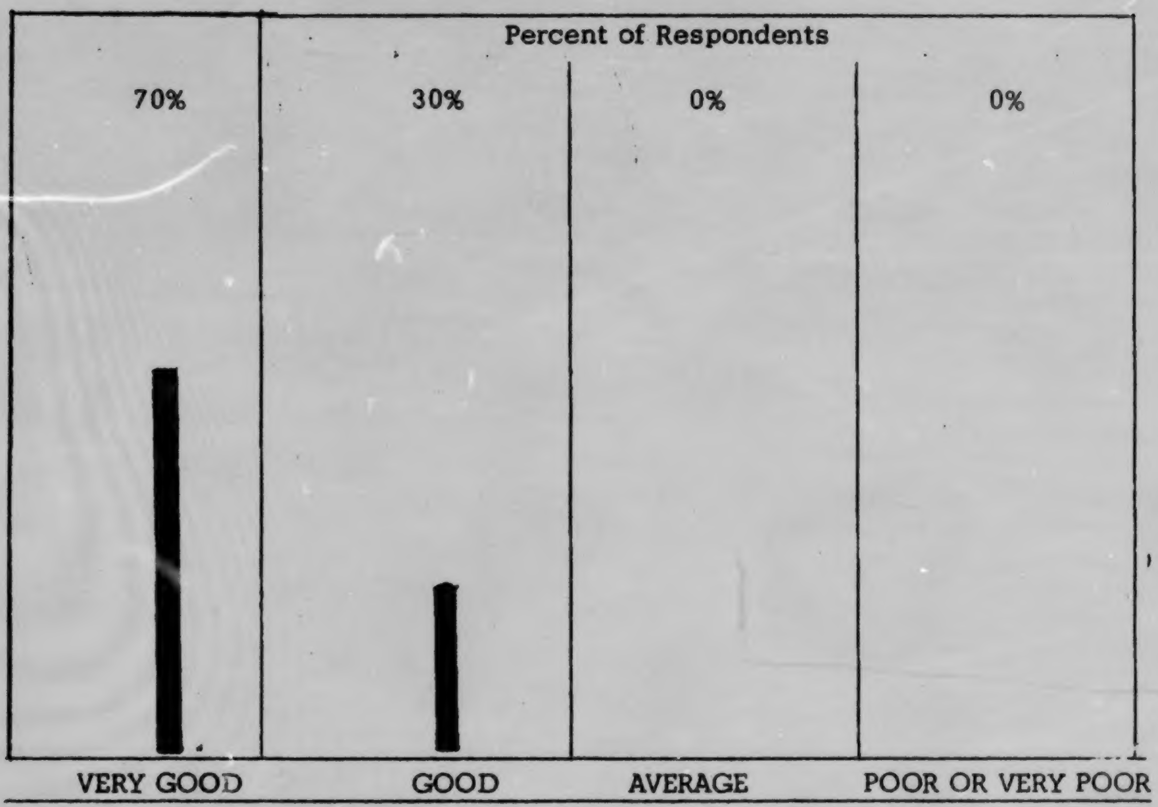
"I found that I had the patience to work with someone who was a little slow in learning."

"The most valuable thing is knowing that I can talk to the kids and they understand me."

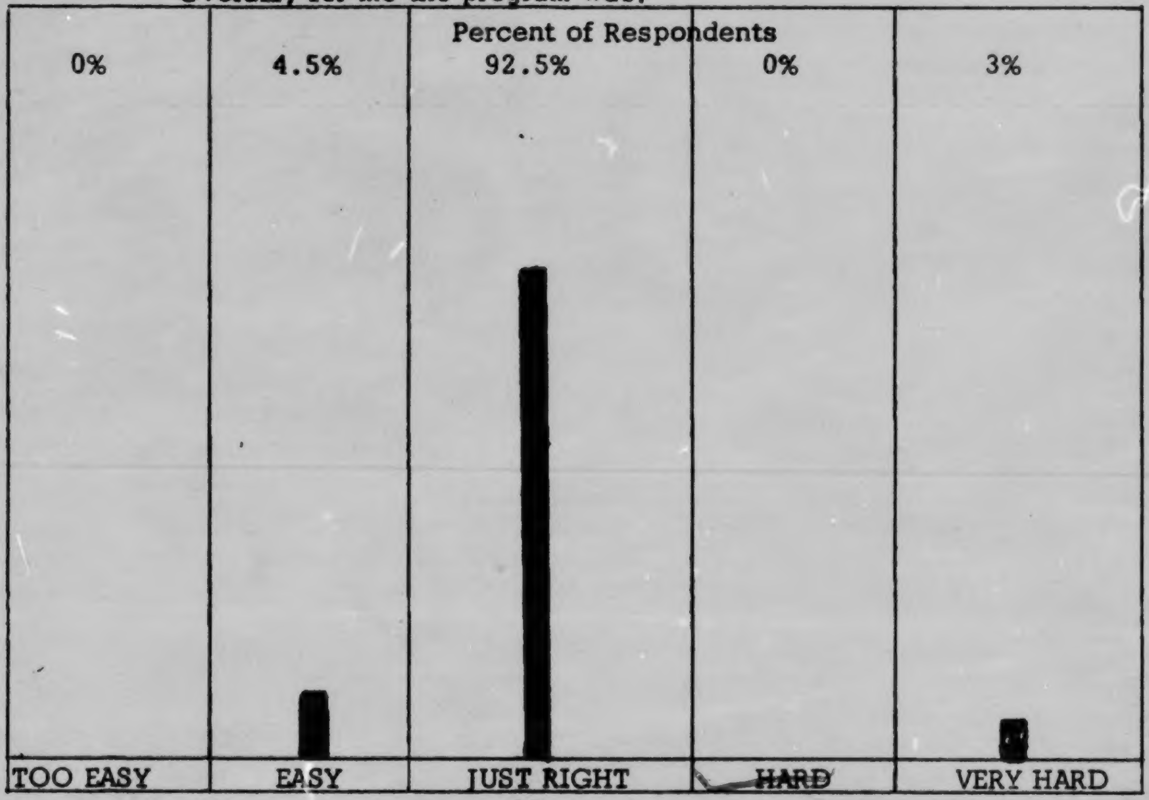
"Anything directly related with children was the best..observing, listening, and talking to the children."

The findings based on observation and testing indicate that these program students have the ability to not only identify their goals and needs related to the parenting role and the obstacles they face achieving them, but also have acquired specific skills for effective parenting.

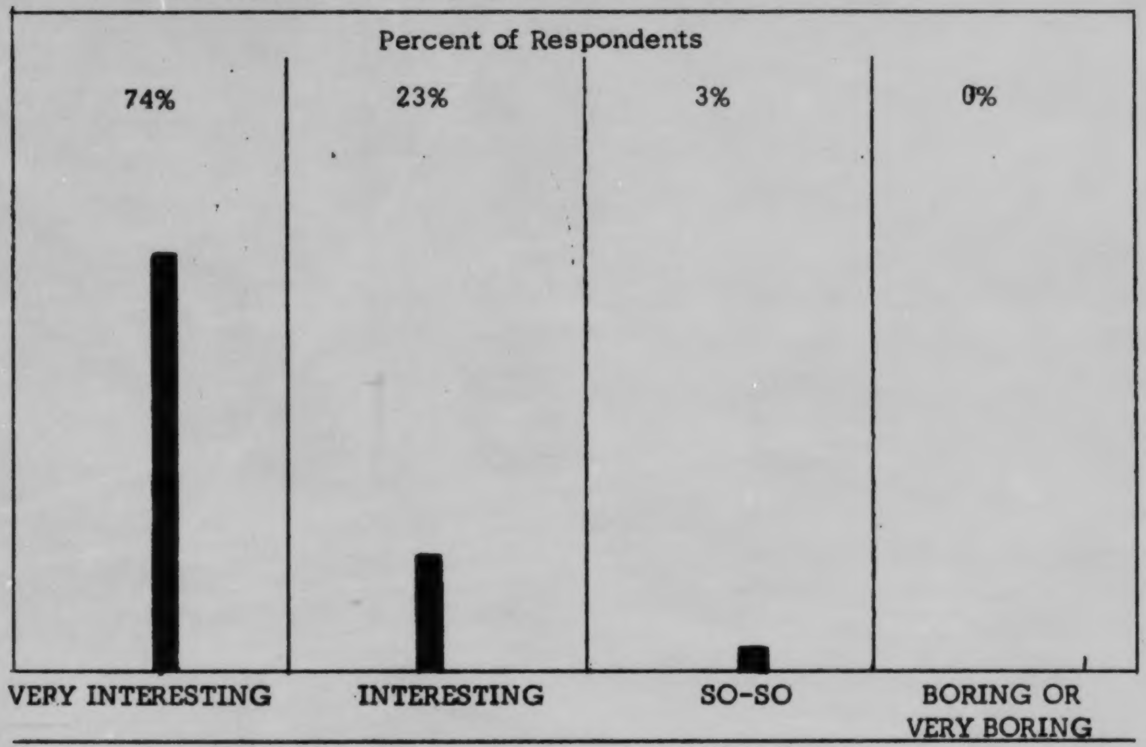
Overall, for me the program was:



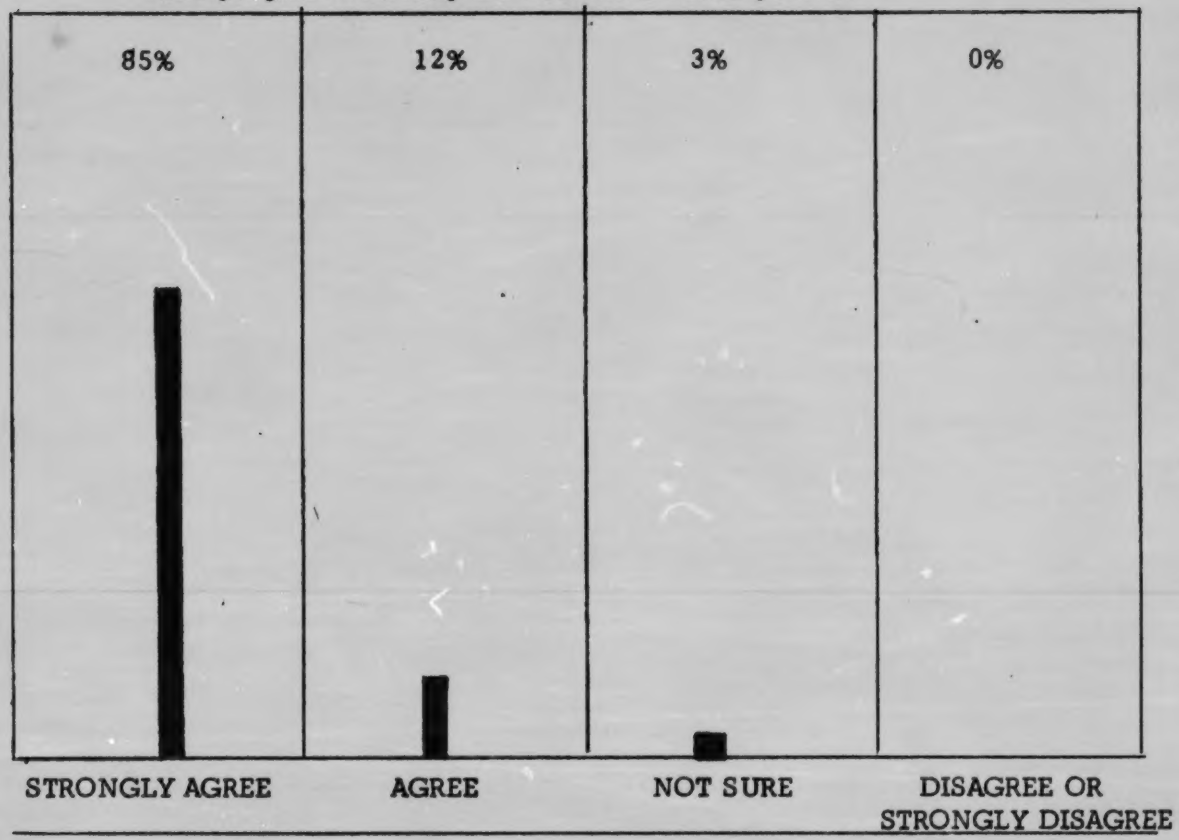
Overall, for me the program was:



Overall, for me the program was:



The program will help me become a better parent.



RECOMMENDATIONS

Based on the findings and analysis, as well as suggestions from Dr. Fred Haddad, and needs of the program as perceived by the Project Director and Teacher, modifications will be implemented. The following are recommendations for program improvement:

1. Include in pre-field site class work for participants, practice in Reading and Word Attack skills.
2. Establish a plan with the objective of increasing male enrollment, with special focus on guidance involvement.
3. Maintain the follow-up of student participants.
4. Continue local publicity of program efforts and successes.
5. Continue review of Curricula modules incorporating feed-back received from teachers who are field testing them.

CONCLUSIONS

Based on the analysis of these findings, the Childhood and Parenthood Competency Project not only helps students to acquire and practice parenting competencies, but the program has also provided a valuable resource for the community. The following is a summary of the benefits derived by the students and community based on the participants evaluations and instructor evaluations.

Students demonstrate:

1. Ability to be flexible and make immediate decisions.
2. Create and deal with alternative solutions for consideration when trying to solve a problem.
3. Ability to communicate effectively with children of different ages.
4. Ability to handle both good and frustrating situations that arise with children.
5. Ability to talk objectively with adults.
6. Increased awareness of children's special needs.
7. Ability to deal with the effects that authority figures have on their development and analyze the effects these have on the human development of young children.
8. Creativity, patience, and enthusiasm.
9. Confidence in dealing with personal relationships.
10. Skill in applying knowledge of human development principles.
11. Use of the hierarchy of needs affecting human behavior to themselves and others.
12. Pride in having children look up to them and learn from them.
13. Acceptance of responsibility in carrying out tasks with children.
14. Understanding of their own future roles as parents.

Preschoolers Demonstrate:

1. Ability to get along with and take directions from others.
2. Desire to attend school
3. Greater self-assurance, independence, and creativity.

Elementary School Children Demonstrate:

1. Increased understanding and respect of older children (teenagers).
2. Increased enjoyment in the school setting.

Parents of Preschoolers Demonstrate

1. Increased knowledge about the educational system in Norwalk.
2. Increased understanding of their child's needs - developmental and social.

Cross-Age Learning Teachers Demonstrate:

1. Ability to use their time more effectively in their classrooms due to the teenager's help.
2. Increased knowledge of the total scope of the Childhood and parenting program.
3. Increased school - intra - city communication.
4. Increased appreciation for and understanding of teenagers.

And finally, one male student, enrolled in the program, concluded his fieldsite experience with the following comment: "It was a very touching class (the last day of fieldsite), I mean we all sat through it with tears in our eyes. To have a kid thank you for teaching him and him telling you that he loves you is just too touching. At the beginning of our fieldsite, I wasn't sure I would really be of any help, but as it turned out, it was one of the best achievements in high school."

APPENDIX A

Home Economics Teachers Who Will
Field Test - 5 Units

Ann Wosczyna - John Wallace Middle School - Newington, Ct. 06111

Pat Fales - Cromwell High School - Cromwell, Ct. 06416

Barbara Phillips - 095 1/2 Osborne St., Danbury, Ct. 06810

Erva Phelps - 132 Tierney Road - Fairfield, Ct. 06430

Anne Dunwoody - Wethersfield High School, 411 Wolcott Hill Rd.
Wethersfield, Ct. 06109

Mary Jane Zelie - 305 Tremont St., Newington Ct. 06111

Tina DiMaria - Naugatuck High, Naugatuck, Ct. 06770

Beth Boehm - Denney High School, 569 Forbes St., East Hartford, Ct. 06118

Dayl Chapman - Valley Regional High School - Haddam, Ct. 06438

Caroline S. Gardner - Broadview Jr. High, Danbury, Ct. 06810

Helen Lyon - Shepaug Valley School, Washington, Ct. 06793

Patricia Cobb - Weaver High School - 415 Grantry St., Hartford, Ct. 06112

Mary Hogan - Coordinator, Hartford Board of Education - High St., Hartford, Ct.

Mary Thomas - Newtown High School - Rt. #34 - Sandy Hook, Ct. 06482

Debbie Marsh - Southington High School - Southington, Ct.

Maggie Koziura - John Winthrop Jr. High - Deep River, Ct. 06417

A. Rodden - Stratford High School, Stratford, Ct. 06497

June Lesnick - North Haven High School - 55 Bailey Rd., North Haven, Ct. 06473

Harriette Cromie - 550 North River Road, Coventry, Ct. 06238

Mrs. Marjorie Dunwoody - New Britain High School, 110 Mill St., New Britain 06051

Mrs. Earline Borzansky - New Britain High School - 110 Mill St. New Britain 06051

Linda Ricciarelli - Killingly High School - Westfield Ave., Danielson, Ct. 06239

APPENDIX A

Barbara Tucker - 60 Wheeler Lane, Torrington, Ct. 06790

Nancy L. Suydam - Buckeley High School - Hartford, Ct.

Dorcus Kormanik - Bethel Middle School - Bethel, Ct. 06801

Susan S. Hall - Slade Middle School, New Britain, Ct. 06052

Sallyann R. Wolf - New Britain High School - 110 Mill St., New Britain, Ct. 06051

Beth Shapero - Putnam High School - Putnam, Ct. 06260

Chris Southam - Putnam High School - Putnam, Ct. 06260

Marcia Garro - Sage Park Jr. High School - Windsor, Ct. 06095

Kathy Zartun - RHAM High School - Hebron, Ct. 06248

Ruth Wodock - Danbury High School - Danbury, Ct. 06810

Lorraine French - Fisher Jr. High - Terryville, Ct. 06786

Barbara Coleman - Danbury High School - Danbury, Ct. 06810

Eleanor Fox - Torrington High School - Torrington, Ct. 06790

Anne Radder - Flood Jr. High School - Stratford, Ct. 06497

Carlleena Perry - Ansonia High School - Ansonia, Ct. 06401

Beth Ringland - Cromwell High School - Cromwell, Ct. 06416

Jackie Kesynir - Old Lyme High School - Old Lyme, Ct. 06371

Wanda Butler - Pomperaug High School - Southbury, Ct. 06488

Betty Sweet - East Lyme High School, East Lyme, Ct. 06357

Kathy Lowery - 4H Agent Route 6 - Story Hill - Bethel, Ct. 06810

Elizabeth Corso - Canton High School - Collinsville, Ct. 06022

Laura Boutilier - RHAM Jr. High School - Hebron, Ct. 06248

Diane Danna - RHAM High School - Hebron, Ct. 06248

Andrea Bogden - 232 Grove Street - New Britain, Ct. 06053

APPENDIX A

Kathy Acocella - Bristol Eastern High School - Bristol, Ct 06010

Mary Pacinda - McGee Middle School - 899 Norton Road - Berlin, Ct. 06037

Canstance L. Dimock - Bassick High School - Rm 165 - 1181 Fairfield Ave.
Bridgeport, Ct. 06605

Jean R. Riley - E.I.E. - 389 Kosseeth St. - Bridgeport, Ct. 06608

Cora Rice - 39 Highland Avenue - Watertown, Ct. 06795

Melissa Ravenscorft - Box 41 - Bantam, Ct. 06750

Frances Thomas - R.F.D. #1 - Old Wby Road, Terryville, Ct. 06786

APPENDIX B

I. PLANT CARE

The first experience used to stimulate the students' interest was the assignment of caring for a marigold plant for seven days - the plant was to be their "baby". To make this activity meaningful, a big chart with each student's name was made. The chart was used to track the following required activities of each student: 1) The plants had to be brought to school and kept with the student during the school day. 2) The student had to come to the room and wrap the plants in newspaper before taking them outside. 3) Each day the outside covering of the plant had to be changed with label stripes provided by the teacher. The students were also required to water and properly care for the plants, and in their absence to get a plant sitter.

At the end of the week, the students brought the plants back to the room and filled out the following questionnaire:

	YES	NO
1) Did you bring the plant to school each day? If not, how many days did you bring it? ________	___	___
2) Did you change the plant's covering each day? If not, how many times did you change it?________	___	___
3) Did you take the plant with you throughout the weekend? If not, did you get a plant sitter?	___	___
4) Did you come back to the room every day and wrap your plant in newspaper? If not, how many times did you? ___________	___	___
5) Did you check every day to see if the plant needed watering?	___	___
6) Did your plant survive the week? Is it still alive?	___	___

From 10 to 1 (with 10 being excellent and 1 being very poor) rate your week's care of the plant. Give the reasons for your rating.

Write one word describing how you felt about having to take care of the plant all week.

What task did you like best when caring for the plant? What task did you like least? Just think about this question: What if this plant had been a child?

After considering the statistics from the plant care chart and your answers to the above questions, evaluate the following in written form: 1) Your ability to care for a child. 2) Your being able to assume responsibility to care for a child. 3) Your patience in caring for a child.

II. EGG CARE

Rational Statement: Understanding the responsibilities of parenthood can aid individuals in making intelligent decisions.

1. The teacher brings to class one uncooked egg for each student enrolled. Half of the eggs are marked as males and half as females.
2. Have each student list the characteristics desired in a first child (e.g. sex, hair, eyes, etc.).
3. Each student is then given an egg. The teacher may arbitrarily pass them out or allow the student to select one from a box or bag. NOTE: The student will not always receive an egg with the characteristics they desire in a child.
4. Give students the opportunity to express feelings about "child received" versus "child expected."
5. The student is then given the responsibility of keeping the egg safe for one week (or one day). His/her responsibilities might include hiring an "egg sitter," providing shelter, protection, etc. If the egg does not survive, the student suffering the loss could investigate arrangements and cost for an infant funeral.
6. At the end of the week, students can express their feelings about the sense of responsibility they experienced.

Expected Student Outcomes or Objectives:

The students will be able to:

1. Examine the realities of expecting certain physical characteristics in children.
2. Identify the many responsibilities of parenthood.

Adapted from:
Illinois Teacher Vol. XVIX No. 3
(January-February 1976), p. 139

Dear Teachers,

THANK - YOU!!!!

Thank-you for participating in our cross-age tutoring program with the high school child development classes. I enjoyed meeting and talking with you all. As I spoke with you, I found that one of your main concerns was scheduling - the students would sometimes not come for a week because of the way that Norwalk High School schedules classes. Thus, I've tried to make up the schedule so that all student's working with you will be able to report to your class 2 times a week. I found that we could get our transportation on a more flexible basis, thus allowing this definite 2 times a week schedule.

Because we drop a different period from our schedule each day, the students will be coming on different days of the week each week. For your convenience, I've made up the entire schedule for the year. You now know when to expect your students.

If there is ever any time change at the high school due to such things as assemblies, I will notify your school ahead of time so that you may know in advance.

If a student is to report to your class on a particular day and is home sick, they will call the school where they tutor first thing in the morning and leave a message for you. This will allow you to do any re-arranging due to the students absence in advance. It will also help teach my students a sense of responsibility.

Also, as I mentioned to most of you, if a student cuts his/her tutoring once, they will not be allowed to continue in the program. This cutting would be too much of an inconvenience to you.

I will ask that you fill out one checklist on the participation of your tutor(s) at the end of the year. This will avoid the extra paper work that we all can do without. But I would like to request that you contact me if your tutor is not coming prepared to do the work that you have asked them to do. I have told my students to find out from you what you would like them to do the next time that they come each time they are with you. This way they will have time to prepare for their next visit, and they should have no excuse for being unprepared. They just need to know what you would like them to do.

I will try to make myself available to you in the school during the times that my students are with you. I will occasionally pop my head into your room to see how things are going with the student. If you have any questions, please ask me then!

On Friday, March 17, each student that will be working with you will spend a full day with your class (until high school dismissal time or work study dismissal) to get to know you, your students, the materials available in your classroom, and the rules and regulations of your classroom. I'd also ask that you spend a few minutes giving them an overview of what you expect from them and what they will do the next time they come. They'll probably be a bit shy and nervous this first day.

Again, thanks so much. If you have any questions or concerns, please call me at the high school, extension 217.

Sincerely,

Gale C. Hall
Home Economics

Dear Teacher,

Thank you so much for your participation in our Cross-Age Learning Tutoring Program through Norwalk High's Child Development classes. The program has gone very well this year - thanks!!

I would appreciate it if you would take a few moments to fill out this evaluation of your tutor(s) and the program. Please return through interoffice mail to Gale Hall, Norwalk High School, by Friday, June 9. Have a nice summer and see you again next spring!

Name of Tutor:	Excellent	Good	Fair	Poor
1) Attendance (came faithfully or notified you if unable to come)				
2) Helpful in classroom				
3) Enthusiastic				
4) Resourceful - brought their own ideas to the classroom				
5) Came prepared				
6) Communication with children (ability to share ideas and feelings with this particular age group of children)				
7) Well behaved				

H ow did the children react to your tutor-helper?

Additional comments about the high school student?

Would you briefly share your feelings concerning this tutoring program.

APPENDIX D

Dissemination of Project Materials

1.	Dr. Barbara Osborne University of Connecticut	For Home Economics Student Teachers Nursery School Handbooks Cross-Age Learning Handbooks Curricula Modules.
2.	A.H.E.A. Connecticut Home Economics Teachers	See page 28 for teachers who will be field-testing curricula modules 1978-79.
3.	Who's To Care for the Children A Public Forum Sponsored by the Connecticut Day Care and Child Development Council.	Focus Session "Preparation for Parenting in the School - A Look at Parenting Education for Teenagers."
4.	Coalition for Children and Youth First Congregational Church on the Green.	Presentation and sharing of ideas at all day workshop with program students.
5.	Media publicity - Norwalk Hour, WNLK - Radio Station.	

Title of Learning Sequence

"Who Am I?"

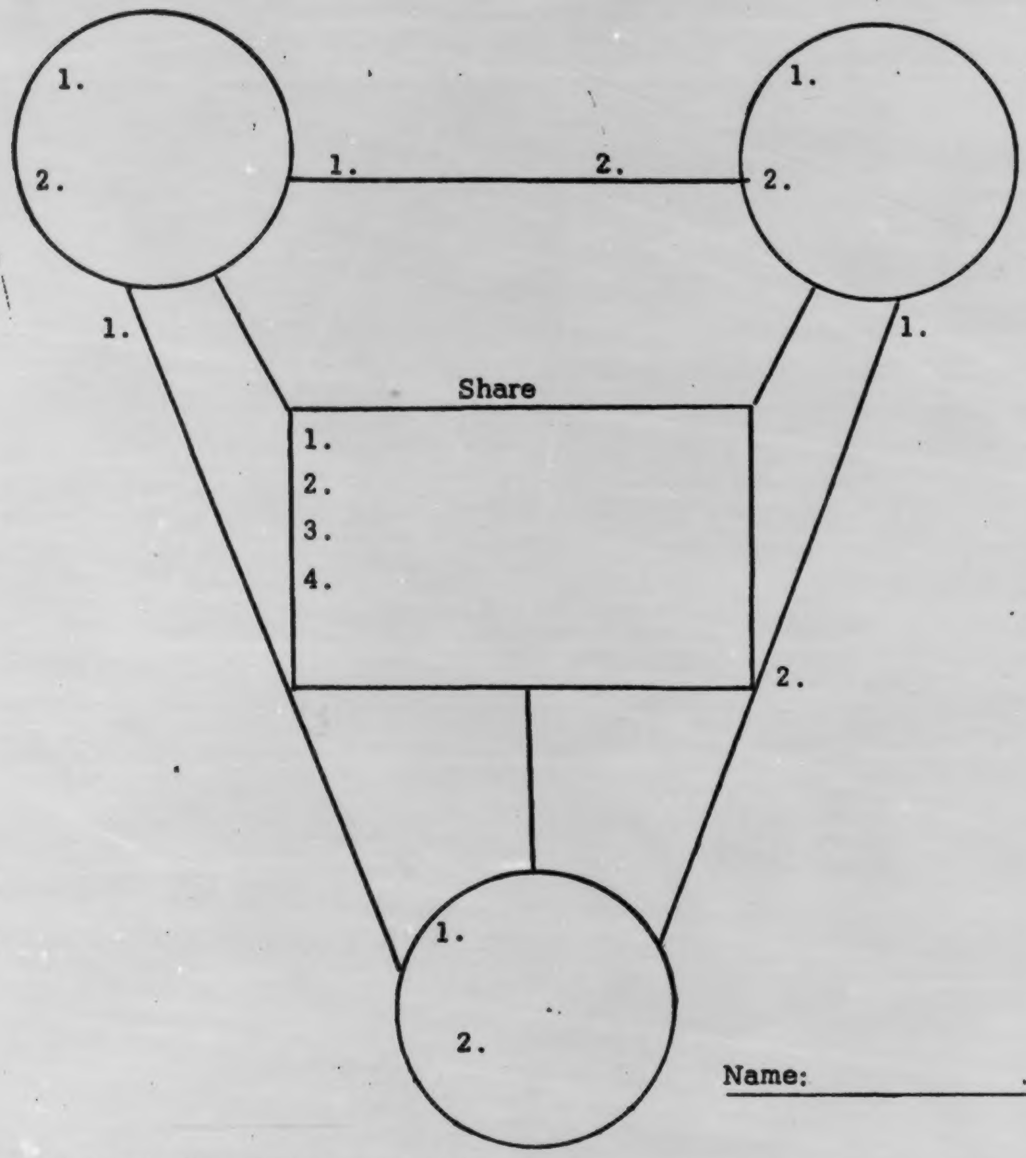
Student Performance Objectives: The student will:

1. Distinguish between a positive and negative self-concept
2. Recognize personality traits
3. Understand how attitudes are developed

Objective Number	Content/Concepts	Learning Experiences or Strategies	Resources	Measurements of the Effectiveness of the Activity
	"Who Am I?"	Interest approach Mystery Sheet - Appendix-1 Collage - "I AM ....." Students cut out pictures, paste, and make a collage that they feel represents themselves as an individual	Appendix 1 "Who Am I" filmstrip Scholastic Magazines, Inc.	
	1. Self concept is one's feeling about self 2. Self-esteem - the values people place on themselves and their behavior 3. The way one feels about himself influences the way he acts toward others as well as the way others react to him 4. A positive self-concept develops when one feels he can do something well.	Define terms relating to individuals as prospective parents 1. Self-esteem 2. Self-concept 3. Awareness 4. Maturity 5. Basic needs 6. Values 7. 8.		
		Get in touch with feelings by completing any of the following:		
		1. Complete "Self-awareness Study"	Appendix - 2	
		Discuss ways to develop self-awareness. Give examples of behavior resulting from a poor self-image.		
		List ten things you do well.		
		2. Heart to heart with myself	Appendix - 3	
		3. Me and My Feelings	Appendix - 4	

APPENDIX 1

Name: ______________________ Name: ______________________



Name: ______________________

Divide students into groups of 3

1. Each places name on one line
2. In center square, come up with 4 things they share - or have in common - things that are mandatory like going to school is not acceptable.
3. In individual circles write in two things they do not share with anyone in the group.
4. In lines connecting the circle, write in 2 things you share with the person with whom you are connected.

Teacher asks - Why did you do this?

Conclusions:

We are all like everyone else
Like one other person
Like no other person.

Share personal collage with this group.

APPENDIX - 2

Self-Awareness Study

Directions: Read through this entire list of adjectives and underline twelve words which you feel are descriptive of yourself.

Select a partner and exchange worksheets. Your partner should circle the twelve adjectives which he/she feels best describe you.

Compare your responses to those of your partner. Which list was more positive? What reasons can you give for this?

gentle
hard-working
sloppy
funny
loving
complaining
firm
good-humored
lazy
unique
warm
energetic
absent-minded
respectful
kind
articulate
sympathetic
accepting
honest
unselfish
loud
artistic

dishonest
smart
quiet
talented
competitive
poised
cautious
cleaver
responsible
skinny
mature
reckless
committed
thoughtful
proud
tall
sophisticated
shy
reflective
spiteful
short
bossy

clumsy
petite
peaceful
mean
slim
hostile
charming
happy
well-dressed
crabby
polite
heavy
outspoken
two-faced
moody
husky
rebellious
forthright
spiritual
selfish
stubborn
well-built
prudish

mouthy
envious
concerned
creative
muscular
naive
conceited
generous
sad
attractive
aggressive
friendly
nervous
talkative
impatient
loyal
organized
athletic
narrow-minded
sensitive
dependent
intellectual
prejudiced

HEART TO HEART WITH MYSELF "WHO AM I?"

A. In the blank space, write Agree if you agree with the statement and Disagree if you do not agree with the statement.

1. ________________ "There is no one else like me and there never will be."
2. ________________ "No one else should be like me."
3. ________________ "My best friend is a lot like me; we are both practically the same."
4. ________________ "The examples set by several of my friends have influenced me."
5. ________________ "There are so many people I'd like to be."
6. ________________ "Sometimes I wish I were like my friends."
7. ________________ "I just wish I was doing better."
8. ________________ "At heart, I'm scared of other people."
9. ________________ "I'm me; if they don't accept it, that's tough."
10. ________________ "I'm afraid to look at what I really am."

B. Review the above statements and your responses.

1. Choose the one statement which you agree with most strongly and the one statement you disagree with most strongly. Write the statements in the space below.

____

____

2. In what ways do these two statements show different feelings or views of "self"?

____

____

____

____

____

ME AND MY FEELINGS "WHO AM I?"

Some Thoughts

When was the last time you seriously took a look at the feelings that make you who you are? For awhile, just move with your feelings. These are important to you. Maybe you will discover how your deelings affect your actions.

A. Complete the following sentences with words that describe your feelings in the situation. Do not use words like good or bad. Examples of words; angry, special, rejected, important, hurt, happy, irritable, proud, powerful, relieved, anxious.

1. When I'm on cloud nine, I feel ______________________________
2. When someone tries to bully me, I feel ______________________________
3. When I make an important decision, I feel ______________________________
4. When someone praises my work, I feel ______________________________
5. When I am leading a group, I feel ______________________________
6. When I win an argument, I feel ______________________________
7. When I'm on a blind date, I feel ______________________________
8. When people don't appreciate what I have done, I feel ______________________________
9. When everyone is telling me what to do, I feel ______________________________
10. When I lose a game, I feel ______________________________
11. When I'm loved, I feel ______________________________
12. When people complain about me, I feel ______________________________

B. On a separate sheet of paper write four sentences starting with, "I feel afraid" "I feel depressed", "I love," and "I need ....."

C. Look back at your sentence completions on A and B. Your feelings probably indicate what you enjoy, what you avoid, and what is comfortable for you. Based on your sentence completions above, answer the following three questions on the back of this sheet.

1. What types of situations would you like to avoid? Is this always possible?
2. What situations would you like to control?
3. How much importance do you place on personal security, freedom, power, or productivity?

Objective Number	Content/Concepts	Learning Experiences or Strategies	Resources	Measurements of the Effectiveness of the Activity
	A positive self-concept is developed when individuals satisfy their needs	Make a list of influences that could affect a person's self-concept.		
	Theories of Self To what extent is your sense of self influenced by their appearance?	Discuss Sheldon's, Jung's, Adler's, Freud's theories. Teacher brings in variety of clothing items i.e., jeans, good pants, evening gown, tee shirt, scarves, etc. Ask - What kinds of messages do these communicate to you?		
		Generalize opinions Students complete worksheet - clothing and values Appendix - 5 Draw conclusion about what clothes do say.		Have students complete handout "Analyzing Self-Concept" Appendix - 5 Appendix - 6
		Extended learning - Complete "Personal Evaluation"		
		Analyzing Self-Concept hand-out		Appendix - 7

APPENDIX - 5

CLOTHING AND VALUES

Directions:

In column I - Write down items you are wearing today.
In column II - Write down what you want what you are wearing to say about you.
In column III & IV - Have two other people write down what they think you are saying by the clothes you are wearing.

Item of Clothing	What I want my clothing to say about me	What my clothing does say about me to others	What my clothing does say about me to others

APPENDIX - 6

PERSONAL EVALUATION

Use a check mark beside those that fit your self image. Leave blank the traits you feel do not fit.

_____ I avoid complaining
_____ I like myself
_____ I never cheat
_____ I try to make the best of any situation
_____ I get along well with all family members
_____ I am afraid of other people
_____ I can be trusted
_____ I am afraid of being hurt
_____ I often put on an "act"
_____ I usually say the right thing
_____ I praise others for their successes
_____ I am fearful of the future
_____ I depend on others for ideas
_____ I waste a lot of time
_____ I do my share of work
_____ I enjoy people
_____ I observe rules and laws
_____ I use my talents
_____ I think for myself
_____ I can't hold a job very long
_____ I understand myself
_____ I feel closed in by parents, school, etc.
_____ I like myself
_____ I can control my anger
_____ I trust myself
_____ I envy those who have more than I have
_____ I feel life has little purpose
_____ I wish I were the opposite sex
_____ I often do the wrong thing
_____ I am involved with community activities
_____ People like to be around me
_____ I avoid complaining
_____ I minimize daydreaming
_____ I enjoy working
_____ I enjoy living
_____ I enjoy nature and the little things in life
_____ I stand up for what I believe is right
_____ I am not creative
_____ I do my share of work
_____ I take pride in my appearance
_____ I can take "No" for an answer
_____ I really listen to others when they speak
_____ I have pride in my work
_____ People avoid me

Analyzing Self-Concept

Write up the reaction of, both a person with a positive self-concept and one with a negative self-concept, to the following situations.

Situation	Positive	Negative
Joan ordered a hamburger and it was cold when it was served.		
Joe was leaving the library and the electronic sensing device beeped.		
While visiting a friend, Mary broke a glass.		
After school Gale found out she had a huge run in her stocking.		
Peter has a chance to take a A. P. Chemistry course		

Objective Number	Content/Concepts	Learning Experiences or Strategies	Resources	Measurements of the Effectiveness of the Activity
	The way you see yourself is the way others may see you.	Students sit in circle, teacher presents a gift wrapped box with a mirror inside to a student (mature). Ask them to open box, take out the gift, look at it and tell us what you see. Prompting of student may be necessary. What do you see? What do you like? What do you dislike? Also students can be reminded of personality traits from "Personal Evaluation" exercise. When one student is finished, thank the student and have him/her give the mirror to another student.		
	Identifying pleasing and displeasing personality traits.	Divide class into boy and girl groups (or have one group role play a boy group and the other a girl group). Each group list pleasing and displeasing traits of the opposite sex. Students write these on the board under the categories of "Pleasing", "Displeasing" "Select 3 or 4 from each list which are most prevelent. Discuss how the "Displeasing" traits could be improved. Each student could select one of the traits that they feel apply personally, and make a commitment to work on improvement for this during a specified period of time. Student can record progress in Journal or share with class.		

Objective Number	Content/Concepts	Students attend a party Learning Experiences or Strategies	Resources	Measurements of the Effectiveness of the Activity
	How it feels to be "labeled"	Have slips of paper with personality traits written on them. Pin one sheet on the back of each student. Tell students that they will be going to a party where they do not know anyone. They must react either verbally or non-verbally to others based solely on the label pinned on their back. (Examples Snob, Friendly, Shy, Liar, Scatterbrain, Rude, Gossip, Complainer, Understanding, Jealous). After they have met everyone at the party, students sit down. Each student trys to guess their label based on how others reacted toward them. Teacher asks - How did it feel to be labeled? Do you ever label yourself? How does labeling enhance or reduce your ability to interact honestly with others? Does being labeled cramp your style or sense of self? How can people eliminate or change the labels they assign to themselves or others?		

Objective Number	Content/Concepts	Learning Experiences or Strategies	Resources	Measurements of Effectiveness of the Activity
	Attitudes are learned ways of looking at something or someone. In order to eliminate unfair or harmful attitudes, we must understand how they developed.	Interest approach: Walk into class, slam door and look down saying, "You kids are so dumb and lazy these days! You never do anything good! - Just lie, steal, smoke, cheat. I don't know what to do about you anymore!" Then write on board -- What attitude about young people today was I expressing - (no good) How do you think attitudes might have been developed or learned. Example - In skit - hear only bad about minority gives attitude about whole group. - news - T.V. - books, peers - Do you feel you are aware of your attitudes.		
		Hand out sheet.	Appendix - 8	
		Answers are shared on volunteer basis. Determine which of the attitude statements are unfair or biased. Explain feelings.		

COMPLETE THE FOLLOWING SENTENCES OR PARAGRAPHS ACCORDING TO THE WAY YOU WOULD ACTUALLY FEEL, THINK, OR REPLY.

1) Driving home from work, you are stopped by a highway patrolman. He walks up to the car and says, "Young man (young lady), you were stopped for speeding - going 75 mph in a 55 mph zone. Is there any emergency?" You think .... and you reply ....

2) My parents ....

3) School is ....

4) Deeply religious people ....

5) Atheists ....

6) Most teachers ....

7) Old people ....

8) Most politicians ....

9) People who are very wealthy ....

10) Your father or guardian loses his job and the only job he can find is that of collecting garbage. When you tell others, you feel ....

11) When an unmarried girl becomes pregnant, I feel she is ....

12) A man or boy who cooks and sews and enjoys it is ....

13) You have a new friend from a very wealthy family who is coming over to your house to study. Your home is quite old and shabby. You feel ....

14) When I see a girl in my class smoking during lunch, my first thought is ....

Title of Learning Sequence: Toward Self-Actualization

Student Performance Objectives: The student will:

A. Recognize the basic, human, physical, mental, social and emotional needs, how they are met, and how they relate to the person's total development.

B. Illustrate ways in which parents can create an enriched environment that will provide for the maximum development of a child's potential.

Content/Concepts	Learning Experiences or Strategies	Resources
A. Developmental Factors in children ages 2-4 and the School-Age Child.	Discuss and compare physical, mental, emotional social development. Demonstrate or act-out specific examples in skill development and progressions in learning.	Appendix - 1
Development is:		
1) Universal - same general pattern in all.	Use an example of a young girl learning how to tie her shoes to illustrate each of the 7 stages (ex. of All Together the child's eye focus, control of fingers, understanding the sequence of actions, desire to do what older children do, willingness to be instructed and corrected, patience and need to show off her new ability to peers are all a part of learning to tie shoes.)	
2) Individual - each individual's development is unique in pace, style, and content.		
3) All Together - physical, social, intellectual, emotional are all related.		
4) Regulated by Maturation - the schedule of changes the human body follows.		
5) Shaped by Experience		
6) Cumulative - development builds upon earlier development.		
7) Continuous - continues throughout life.		

CHILD DEVELOPMENT - 2, 3, 4 YEAR OLDS

TWO YEAR OLD	THREE YEAR OLD	FOUR YEAR OLD
	PHYSICAL DEVELOPMENT	
See and reach out at same time, develop eye-hand coordination Fits nested blocks together. Partially undresses (shoes, socks, pants) but awkward. Cannot dress. Explores objects with the senses. Climbs steps one foot at a time. Runs, pulls, pushes, drags - large muscle activity. Some clapping in rhythm. Catches with arms but still lacks some perception. Uses large muscle movements when painting, using tools.	Has good eye muscles. Can copy a circle somewhat. Scissors are still difficult to use. Holds a cup by its handle. Undresses almost entirely. Dresses partially. Has difficulty with fasteners. Can throw a ball without losing balance. May have lapses in appetite - this is normal.	Tries to cut on a line with scissors. Can carry liquids without spilling. Dresses and undresses dolls. Manages own clothes if they are simple Buttons and unbuttons. Tracing skills are improved. Can stand on one foot, skip on one foot and then hop to the other. Throws balls overhand. Is very active.
	EMOTIONAL DEVELOPMENT	
Is loving and affectionate. Depends upon adults. Is possessive and jealous. Is shy with strangers Needs to feel useful. Dramatic play to help distinguish between what is real and what is not.	Imitates other people. Susceptible to social suggestion. Vents anger on imaginary people. Needs help getting rid of troublesome feelings. Has unreasonable fears - so needs to be made familiar with them. Interested in nature, what animals do.	Wants reassurance that he/she is capable of being a strong, capable, skillful person. Likes having artwork saved. Likes collecting things. Has dramatic ability. Has great interest in music - in listening, dancing, performing. Doesn't like to be reminded of his/her limitations.

CHILD DEVELOPMENT - 2, 3, 4 YEAR OLDS

TWO YEAR OLD	THREE YEAR OLD	FOUR YEAR OLD
	INTELLECTUAL DEVELOPMENT	
2 or 3 minute attention span Understands object permanence Prefers hearing about the factual.	10 minute attention span Vague about time and space Knows circles, squares, and triangles. Tries things that are too hard.	12 to 15 minute attention span. Knows colors Asks many questions, not always concerned with answers, but with how answers fit his/her thoughts. Watches to learn. Reasons somewhat. Needs guidance and lots of materials. Enjoys humor Interested in new experiences.
	SOCIAL DEVELOPMENT	
Plays alone or watches. Parallel play begins Cannot cooperate or share - tug of war over toys. Egocentric	Plays by self Alot of parallel play Beginnings of cooperative play. Begins to share-still a long way to go. No sex preferences in play. Can stick to choices somewhat. Can run errands	Beginning to be interested in other children and their activities. Capable of group planning and play. Inventive and detailed in play. Accepts turns and may share. Accepts rules and responds to objective commands "It's time to _______". Physically aggressive - hit, bite. Rough and careless with toys. Laughs wildly in play. Shows off and acts badly with company. Polite at times. Likes to play mother or teacher to younger children.

Appendix 1

CHILD DEVELOPMENT - 2, 3, 4 YEAR OLDS

TWO YEAR OLD	THREE YEAR OLD	FOUR YEAR OLD
	LANGUAGE DEVELOPMENT	
Puts 2 and 3 words together	Loves to talk	Uses sentences
Knows names of things	Curious - asks questions - what, why, when, where.	Exaggerates to practice words.
Talks to dolls	Understands simple explanations.	Can tell a lengthy story mixing fact and fancy.
Tells parents his/her needs	Recognizes familiar melodies - (memory development)	Calls names and brags
Identifies some pictures by name.		Loves story time.
Enjoys repetition.		Loves to talk about things the story reminds him of.

THE SCHOOL AGE CHILD - 6-12 YEARS

Introduction

A child of elementary school age (6-12) is no longer a baby. The years the child will now go through mark the transition from preschooler to adolescent. The child now has more freedom to do things for himself, but he still needs adult guidance and supervision.

INTELLECTUAL DEVELOPMENT

1) Exploration - explores territory further from home - bike trips and long walks are common.

2) Talks a lot because excited about learning new words.

3) Curious - takes things apart.

4) Curiousity can be constructively channeled into hobbies - stamps, dolls, etc.

5) Fairness
   age 6 - rigid about rules
   age 11- can see that rules sometimes change based on situation.

6) Good vs. bad
   sees and "tries" both
   adult standards (especially parents') start making up conscience.
   temptation arises - needs adult guidance.

7) Works out fears in games.

8) Questions about sex - pretends to keep some "facts of life" from parents.

9) Needs to be prepared for physical changes which will soon occur.

10) Some failures with school work are good if child can overcome them and learn from them for next time - needs success experiences.

THE SCHOOL AGE CHILD - 6-12 YEARS

PHYSICAL DEVELOPMENT

1) Develops physically slowly but steadily from age 6 to age 10 or 11 - how much and how quickly growth occurs depends on inheritance, nutrition, and physical and emotional health - all follow a pattern though.

2) Girls - 6 months to several years ahead of boys.

3) Health is not determined by size.

4) Because bones are still growing, they can be misshapen by shoes which fit improperly or by poor mattresses.

5) Muscular growth - aided by good food, sleep, exercise.

6) More able to coordinate one part of body separate from others.

7) Can go for longer periods without sleep.

8) Agile - due to soft bones and fexible sketetal system - "tie in knots".

9) Very active in physical play - run, jump, climb - uses bikes, wagons, skates.

10) Physical development may affect time of mastering certain other skills such as writing.

11) Puberty

    boys - age 15

    girls - menstrual period around age 13 but can occur between 10 and 16 - growth spurt just before.

    becomes moody, develops interest in opporsite sex and grooming.

    unsure of selves.

SOCIAL DEVELOPMENT

1) Modeling - learns by imitation

2) Urge to be independent.

3) Boys - "Real Boy" overdo being strong, tough, and fearless - rough talk.

4) Desires to be part of group.

THE SCHOOL AGE CHILD - 6-12 YEARS

SOCIAL DEVELOPMENT (Continued)

5) Play - practice to build skills and develop muscles.

6) Nonsence games - jump over cracks in sidewalk, charts, count fence posts.

7) Informal Play - age 6-8
    make up rules as go along
    clusters of friends may change daily

8) More Formal Play - age 9 and 10
    games with exact rules
    more definite groups of friends.

9) Develop interest in community activities - scouts, church, library, YMCA

EMOTIONAL DEVELOPMENT

1) Age 6-7 - imaginary terrors (monsters and ghosts) - because child lacks certain knowledge and skills - feels he's not as brave as he'd like to be.

2) After 7 - less imaginary fears - now fears or worries are about school failure or lack of friends.

3) Wants pet - practice giving care and love.

4) Developing Self-Control
    controls madness
    more generous and cooperative
    can put off getting what she wants for awhile.

5) Needs praise for doing something well.

6) Need to have her stories listened to.

Content/Concepts	Learning Experiences or Strategies	Resources
B. Physiological Factors a) The development of the whole person is influenced by factors in the environment. b) An enriched environment will enhance a person's development.	Brainstrom - or teacher prepares "grab bag" game, showing how psychological conditions affect behavior. How does the way you feel affect your behavior? Have students anonymously write down how their environment affects the way they act. Collect and read out loud and generalize on similarities and differences.	Appendix - 3
	View display on hierarchy of needs. (The display of hierarchy of needs can be used as a bulletin board, chart, transparency or student handout.)	Appendix - 4
c) As the child grows, the physical needs remain the same but the manner in which these needs are met changes and varies with the individual.	Listen as teacher explains how the lower needs must be met at each age before one can go into the next level.	

Appendix - 3

IDEAS FOR A GRAB BAG

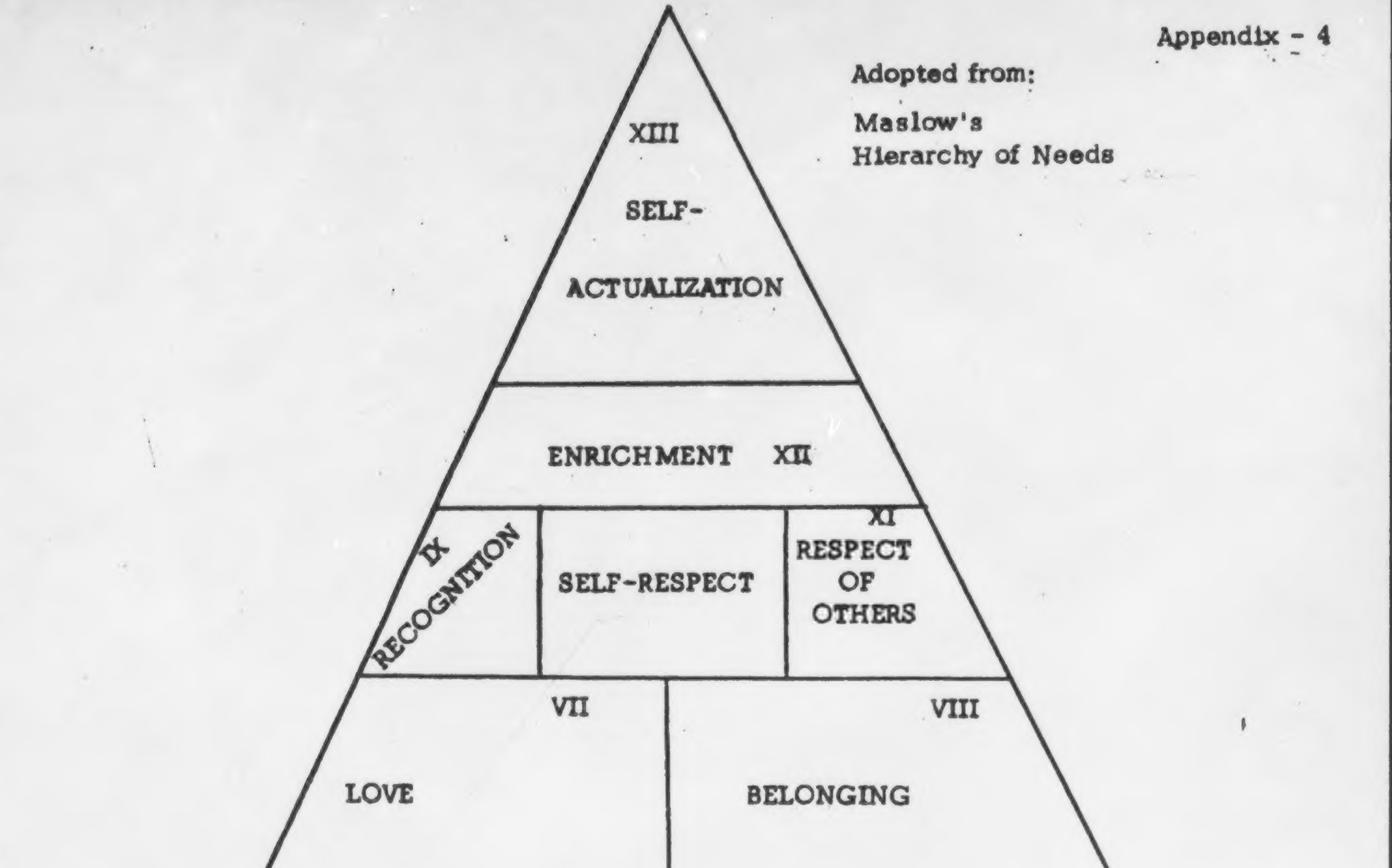
Instructions: Teacher cuts items apart, places them in bag; each student "grabs" one situation and explains how this would affect his emotional "behavior."

1. Overcrowded bed
2. No breakfast this morning
3. The temperature of the room
4. People in the room
5. Loud music
6. Constant interruptions
7. Tight clothes
8. Sleepy
9. Overslept
10. Poor lighting
11. Clutter
12. Previous happenings (flat tire)
13. Time of the clock
14. Broken equipment
15. Different (unusual) equipment
16. Color in room
17. Unfamiliarity with procedures
18. Need to go to restroom
19. Feelings of fear
20. Peer pressure
21. Future anticipation
22. Boredom
23. Anxiety
24. Lack of patience
25. Personality conflict
26. "You're broke"
27. Someone special smiled at you
28. Pretty picture
29. Hole in your sock or shoe
30. Not prepared - forgot assignment
31. Lost something
32. Anger
33. Argument with boy friend
34. Embarrassment
35. Shyness

Appendix - 4

Adopted from:

Maslow's
Hierarchy of Needs


XIII
SELF-
ACTUALIZATION
ENRICHMENT XII
IX
RECOGNITION
SELF-RESPECT
XI
RESPECT
OF
OTHERS
VII
LOVE
VIII
BELONGING
V
FEELING OF SECURITY
VI
PROTECTION FROM
PHYSICAL HARM
I
HUNGER, THIRST
AND
EXERCISE
II
CLOTHING
III
SHELTER
IV
SEX

- Hierarchy of Needs -

Construct chart to be displayed as blocks of a pyramid.

Content/Concepts	Learning Experiences or Strategies	Resources
d) Clothing can be a means of identification which gives the idividual a healthy feeling of belonging. (1) Colors begin sex identification. (2) During early childhood the child enjoys choosing garments that give a feeling of belonging. (3) In middle childhood clothing represents conformity to group. (4) Adolescents know what they want, and that dress reflects their peers as well as their won self-concept.	View display of pyramid Recall some of your favorite childhood garments.	Part II of Maslow's Hierarchy of Needs

Content/Concepts	Learning Experiences or Strategies	Resources
e) There are certain conditions that are basic to physical growth:		
Food (1) Physical nourishment is provided by balanced meals served in a pleasant environment. Make eating fun for preschoolers. Serve colorful foods in wild shapes with varied textures. Serve child size portions following the basic 4.	Recall the basic 4 food groups. Show filmstrip "Food As Children See It" and hand out accompanying pamphlet describing filmstrip for review. Remember the tips in pamphlet when preparing snacks for preschoolers. Hand out "Nutritional snacks to prepare with Little Folks" for snack ideas and recipes.	White "Food and Your Future", page 26 "Food as Children See It" Consumer Center Film Library Box 1113 Minneapolis, Minn. 55440
(2) The environment for children at mealtime is as important as the food provided.	Discuss environment for children at mealtime.	Appendix 4
Physical exercise is necessary for motor development. (1) An infants' movements become coordinated with practice and stimulation.	Give examples of: active physical play constructive creative play imaginative play social play	Dreikins "The Challenge of Parenthood" page 62
(2) The child gains dexterity both physically and mentally. (3) A childs' play changes as growth occurs and as his/her abilities develop.	Present students with a variety of toys (If you have toys available for a nursery school, it is ideal to use these). Have students become familiar with the toys and ask them to write the name of the toy and the type of play(s) it provides to children. (written assignment) Make collage of play at different ages. 1. Infant 2. Preschooler 3. Child 4. Teen 5. Adult	

Content/Concepts	Learning Experiences or Strategies	Resources
A child's collection of toys should include items to develop large and small muscles and add to his sensory, educational, imitative, role-playing and artistic abilities. When choosing toys consider the following factors: cost, storage, involvement, type, durability, workability, and readiness of the child.	Show transparencies "Importance and Selection of Toys".	Transparencies for overhead projection. Importance and Selection of Toys Home Economics No. 20 Cat. No. 878 Visual Products Division 3M Company

NUTRITIONAL SNACKS TO PREPARE WITH "LITTLE FOLKS"

Remember - Snacks should be

1) Nutritious
2) Easy to make
3) Easy to serve
4) Appealing - shape, color, tecture, size

Here are some recipe ideas!

BANANA HEALTH COOKIES

1 cup packed brown sugar
3/4 cup salad oil
1¼ cup mashed ripe bananas
4 cups rolled oats
1/2 cups raisins
½ teaspoon salt

1. Mix all ingredients together.
2. Drop on greased cookie sheet.
3. Bake at 350° for 25 min. Cool in pan 10 minutes and then cool on rack.

KNOX BLOX

4 envelopes unflavored gelatin
3 packages (3 oz. each) flavored gelatin
4 cups boiling water

1. In large bowl combine unflavored gelatin and flavored gelatin, add boiling water, and stir till gelatin dissolves.

2. Pour into jelly roll pan (15½" x 10½" x 1") or a large shallow baking pan. Chill until firm.

3. Using cookie cutters, cut out shapes. Remove.

4. If desired, decorate with chocolate or multi-colored sprinkles.

QUICK SNACKS

1. Carrot spears and celery chunks.

2. Banana slices with a dab of peanut butter.

3. Small squares of bread or crackers spread with

    a) Cottage cheese
    b) Cream cheese, plain or mixed with pineapple
    c) Peanut butter
    d) Grated or sliced American cheese

4. Bite size cubes of cheese and apple slices.

5. Lettuce spread with peanut butter and rolled up.

PEANUT BUTTER PORRIDGE

To each adult size serving of hot oatmeal add 1 Tablespoon of peanut butter. Serve with milk added if desired.

MILK SNACKS

Tapioca, rice pudding, custards, soft bread puddings - these are liked if served soft and jelly-like usually increasing milk used will bring this about.

SMALL PIZZAS

Use small squares of toasted bread. Spread with tomato sauce and some grated American cheese. Broil for a minute or two until the cheese melts.

Content/Concepts	Learning Experiences or Strategies	Resources
C. Every human being needs a place to feel secure, or place for security and a sense of belonging.	View display of pyramid (Part III) Collect pictures showing how one's home satisfies most needs. Discuss.	
(1) During infancy the caretaker provides shelter. (2) During childhood the caretaker also provides a sense of belonging.		
D. Developing healthy attitudes toward one's sexuality means creating a climate of openness about physical expression, the body and affection, as well as more specific sexual matters.	View display of pyramid (Part IV)	
	Define "sexuality" Read reference concerning how one develops a healthy attitude toward sexuality Play "Slap Rap" (body language game)	Brisbane, "Married Life" pp. 41-44
Sex-role identity - the child's own conception of their degree of masculinity or femininity.	Discuss handout	Appendix - 5
	Sex Role Development	Appendix - 6
	Assign students to ask one boy and one girl the questions in Appendix 6. Teacher must be sure that a wide age range of children is covered (K-8). Correlate in class to identify children's thinking about sex roles.	Appendix - 7
How we buy gifts for others depends upon our age. Young children often choose a gift that they would like. Older children buy gifts they think a person should like. Adults try harder to choose gifts on the basis of what the person likes. Sex stereotype often affect our choice of gifts.	Look through a catalogue (like Sears) and cut out various pictures of gifts. Mount these on construction paper, label the item and include a price (rounded to nearest dollar.) Display on table, and ask student to "Christmas shop" for each member of their immediate family. They must stay within a certain budget that you may set. Afterwards discuss why they choose certain gifts, and generalize according to concepts on the left. Note - an excellent activity to have student do with preschoolers during nursery school.	

SLAP - RAP GAME

Instructions for Teacher:

1. Divide class into pairs with each individual facing the other.
2. Read instructions to class.
3. Limit the playing of the game to one minute.

Instructions for class:

1. "Converse" with your partner by slapping him on the arms or shoulders. Your partner answers the same way. This continues as in ordinary conversation.
2. Express any or all emotions you feel.
3. Discuss your actions and feelings with your partner to determine if communication was established.
    - a. Questions for "giver"
        - (1) What message did you mean to convey?
        - (2) How did you feel when you "slapped" your partner?
        - (3) Is touch a reliable means of communication?
    - b. Questions for "taker"
        - (1) What message did you receive from the "slap"?
        - (2) How did you feel when you were slapped?
        - (3) Is touch a reliable means of communicating?

(Alternative to "Slap-Rap": Converse by facial expression.)

1. Infancy

Repeated gratification of physiologic needs through warm, close mothering

Primary relationship and sense of trust.

2. Years 1 to 3

Opportunities for motor play and exploration within a framework of judicious, consistant limits.

Spontaneity with acceptance of reasonable controls.

3. Years 3 to 6

An atmosphere of respect, family integrity, and love with an opportunity to identify with parents.

Appreciation of family relationships and sexual identity.

4. Elem. school yrs.

Achieving success at his own level and encouragemement regardless of rank in class; status as a person within the family.

Feelings of competency.

5. Adolescence

Stability and integrity in immediate relationships. Clarity about sexual role, job future, and social issues and opportunity for guidance.

Understanding of his place in the world. Motivation to constructive adulthood.

Appendix - 6

IT'S MY CHOICE, ISN'T IT?

What do you feel it means to be male or female? Ask one boy and one girl to answer yes or no to the following questions.

BOYS ONLY - Age ______________

Would you

______ cook

______ knit

______ wash dishes

______ help my mother around the house

______ wear a dress in a play

______ cry

______ hit a girl

______ kiss my father

______ wear beads or jewelry

______ babysit

______ back out of a fight

______ carry a purse

______ like a girl who is very smart

______ ask a girl to pay for her own way on a date

______ play with dolls

GIRLS ONLY - Age ______________

Would you

______ wear curlers in front of a boy

______ dress like a man in a play

______ climb a tree

______ wear a tie

______ play baseball

______ beat a boy at a sport or game

______ try to join a boys club or team

______ kiss my mother

______ hit a boy

______ get in a fist fight

______ get a real short hair cut

______ build a bird house

______ pay for my ticket on a date

______ hold the door for a boy

______ ride a motorcycle

Content/Concepts	Learning Experiences or Strategies	Resources
	Ask student to flip through magazines and choose 4 or 5 ads of people selling a product. Then ask them to put the ads into one of 3 piles: 1) those products being sold by men 2) those products being sold by women 3) those products being sold by both. Then have 3 groups of students analyze the ads in their pile according to what the ad says men/women/or both should be concerned with. Let students record their finding under appropriate column on board (men, women, both). Have student decide whether the product could be successfully sold by the opposite sex. Draw conclusions.	

Evaluation: Write a paper explaining the basic physical needs, how they are met, and how they relate to a person's total development.

Content/Concepts	Learning Experiences or Strategies	Resources
E. Second level 1. Safety and Security - Each child needs to feel secure within the family unit. One's sense of security is increased as trust is developed.	View display of pyramid (Part V and Part VI) Develop profile of home situation with different age children, that foster a sense of security.	Child Care and Development pp. 370 - L. Ames
2. Trust is being able to put your life in someone else's hands - and a lot more. A child's development of trust within his family will affect his relationships with others throughout his life.	Go on trust walk (inside or outside school). One partner is blindfolded andled by other. Half way through switch roles. Quiet whispering is allowed. When return to room complete handout on TRUST. Share some of the students' definitions of trust.	Appendix - 8
Reflective Listening Communication Many of us have been taught that feelings of anger, disappointment and fear are wrong and should not be expressed. Thus we don't know how to handle these feelings when children express them. We tend to respond in terms of these roles:	Draw cartoon pictures of each role described at the left trying to deal with a child. Show these pictures as you explain the roles.	STEP
Commander-in-Chief - demands that the child shape up and get rid of bad feelings at once.		
Judge - already pronounced the child guilty without a trial - only interested in being right.		
Know-It-All - has traveled down life's highway or years and knows what's best for the child.		

Content/Concepts	Learning Experiences or Strategies	Resources
Psychologist - analyzes the child's problem - wants to know every last detail.		
Moralist - this person is a "shouldist" "You should do this"		
Consoler - doesn't want to get involved so he pats the child on the back and assures him that everything will be O.K.		
Cutie - ueses ridicule and sarcasm to prove that he is right and the child is wrong.		
Most parents don't mean any harm when responding in terms of these roles. They just don't know a better way.		
Skills in Effective Communication		
1) Nonverbal position of body - eye contact - facial expression - space	Pair students. Have them stand up and move several yards away from each other. Ask them to pretend they were out walking and ran into each other. Have them walk towards each other and then stop when they feel comfortable. Start a conversation. Measure the distance between the 2 students. Average distance - 8". We need space to communicate.	
2) Senses touching		
3) Genuine interest in others		

Name: ______________________________

TRUST

Name a person that you trust ______________________________

Why do you trust that person?

Did you trust the leader you had?

What did your leader do to gain (or not gain) your trust?

Do you feel your blindfolded follower trusted you?

If so, Why?

If not so, Why?

TRUST IS:

HOW DOES TRUST DEVELOP?

Content/Concepts	Learning Experiences or Strategies	Resources
4) Tone of voice affects what message says.	- say a sentence such as "Let's go" in two or three different tones of voice to illustrate the various messages communicated.	
5) Hear the speaker out	- do an exercise in active listening. Ask students to get a partner. Have them choose a topic to discuss (or you suggest some). The first person states his feelings about the topic. Before the 2nd person can say what he feels, he must restate what the 1st said so that the 1st person is satisfied that he was understood. When this is accomplished, the 2nd person may speak and the process is repeated.	
6) Don't judge		
7) Say what you mean don't assume the speaker has background knowledge about the topic. He can't read your mind.	Ask for 2 volunteers who like to talk and have them pick 2 people they feel listen well. Then have the group of 4 go into the hall while you set up an "obstacle course" in your room. Blindfold a listener and have him and his talking partner come inside. The talker must "talk" his listener through the obstacle course. No touching or other direction is allowed. Have the other pair do the same. Afterwards have the class evaluate how well the talker said what he meant and how well his partner listened. Students tend not to be specific enough in giving directions. Ask the students to pretend they just met a Martian who doesn't know how to make a peanut-butter and jelly sandwich. They are to write down directions for him to follow. When they have finished, produce some bread, a knife, peanut-butter, and jelly. Ask someone to read their directions to you (the Martian) and you follow their directions exactly. (Most times the directions are not complete and most Martians don't understand the word "spread".)	

Content/Concepts	Learning Experiences or Strategies	Resources
All of these skills lead to:		
Reflective Listening - try to grasp what the speaker says and state this meaning so the speaker feels understood. It helps you be sure you understand and lets the speaker know that you are concerned.		
Constructing a reflective response: 1) What is the speaker feeling? 2) Think of a feeling word to describe the emotion. 3) Put the feeling word in a sentence.		
Example: Child: "You never let me do anything". Parent reflects: "You're mad at me and think I'm unfair".	- give students handout of feeling words and set of messages to be reflected and have them work on it in class so you can answer any questions.	Appendix - 9
There are 2 basic types of responses to give to a speaker.		
1) Open Reflective Response - reflects the message in a way that shows the speaker that you've heard the feelings behind the words. This leaves the path of communication open		
Example - Child: "I'm really disappointed with Billy and the other kids for not coming over to play with me. There's nothing to do." Parent reflects: "It seems as if no one cares and you're feeling left out"		

2) Closed Response - makes the speaker feel that the listener doesn't hear, understand, or accept what was said. This closes off communication.

Parent responds with closed response to previous example: "Well, things don't always go the way we want them to. That's part of life."

Cautions with Reflective Listening

1) If don't know the exact feeling, don't label it exactly.
2) Don't overdo reflective listening - use when the child wants to talk.
3) Don't listen to child when he is attempting to be revengeful.
4) If the same problem keeps turning up, child may be seeking attention rather than a solution to his/her problem.

Problem Ownership

1) The child owns the problem if he is prevented from satisfying a need.
2) The parent owns the problem if the child's behavior is interfering with the parents.

Write or orally dictate the following problem list and have the student decide if the child or the parent owns the problem and explain why.

1) Misbehavior in public when parents are present ____P____.
2) Fighting with brothers or sisters __C__.
3) Leaving belongings around the house __P__.

If the child owns the problem you can respond with reflective listening which can lead to helping solve the problem.

If the parent owns the problem he can respond with an I message.

I - Message - how I feel about the behavior.

1) Describe the behavior
2) State your feeling about the consequences the behavior produces for you.
3) State the consequence.

Example: "When you don't pick up your clothes and toys, I get very upset, because I trip on them and have to pick them up."

I messages focus on the parent, not the child, and don't place any blame.

4) Misbehavior at school ____C____.
5) Homework not done ___C___.
6) Not going to bed on time ________.
7) Messing up the kitchen ___P___.
8) Misbehavior at the dinner table ___P___.
9) Not getting along with peers ___C___.

Read the following Practice Situations. Write an I message for each. Collect and evaluate.

1) Your son who just got his drivers license, is backing out of the driveway too fast.
2) You are planning to have company. Your child promises to be home early to help prepare for the guests. The child comes home late causing you inconvenience.
3) You have just washed the car. Your child makes a design on it with muddy handprints.
4) Your child forgets to feed the dog.
5) Your child uses a paintbrush to paint a piece of wood and forgets to place the brush in turpentine.

Appendix 9

Words for Reflecting Happy Feelings

Appreciated
Accepted
Better
Capable
Comfortable
Confident
Encouraged
Enjoy
Excited
Glad

Good
Grateful
Great
Happy
Love
Pleased
Proud
Relieved
Respected
Satisfied

Words for Reflecting Unhappy Feelings

Accused
Angry
Anxious
Bored
Defeated
Difficult
Disappointed
Discouraged
Disrespected
Doubt
Embarrassed
Feel like giving up
Frightened
Guilty
Hate, hated
Hopeless

Hurt
Inadequate
Incapable
Left out
Miserable
Put down
Rejected
Sad
Stupid
Unfair
Unhappy
Unloved
Want to get even
Worned
Worthless

Constructing Reflective Messages

1. What is he/she feeling?
2. Think of a feeling word to describe the emotion.
3. Put the feeling word in a sentence.

For each of the following statements construct a closed response and an open reflective response. Label each response (on separate sheet of paper.)

1. I don't like vegetables, and I'm not going to eat them!
2. Our teacher is crabby.
3. I don't want to go to bed. It's too early!
4. I'm not going to wear my raincoat. Nobody in my class wears a stupid raincoat.
5. Oh, heck! Me and Tom were going to play ball, and he got sick.
6. Hey dad! we're going on a field trip to the zoo!
7. I quit. I never seem to do anything right.
8. I'm never going back to that dumb school again.
9. I got an A on my test today, and it was hard!
10. I was playing with Billy, and then Jim came over and now they won't let me play with them.

Content/Concepts	Learning Experiences or Strategies	Resources
F. Love and Belonging	View display of pyramid (Part VII and VIII)	
Parents love their children in many ways, but not all ways are helpful in meeting children's needs at various stages of growth.	Listen to teacher define types of parental love.	
a. Developmental Parental Love shows awareness of child psychology and expresses acceptance of the child even when actions or language is displeasing.		
b. Dutiful Parental Love shows the parent carrying out responsibilities but indicates more awareness of the inconvenience caused by the child than his/her needs.		
c. Smothering Parental Love shows the parent who needs to feel needed and loves the child as a possession, one that will keep on needing the parent's care. Support is withdrawn abruptly whenever the child makes any move toward independence.		Appendix - 10
Evaluation: Small group activity involving response to case situation as a developmental parent, a dutiful parent or a smothering parent.		

THREE TYPES OF PARENTAL LOVE

Instructions: Divide class into groups of three. Give each group a situation. One person will respond to the situation as a developmental parent. One person will respond as a dutiful parent, and one will respond as a smothering parent.

1. Child is eating lunch. He stops and declares, "I don't want the vegetable!"
   a. Developmental Parent:
   b. Dutiful Parent:
   c. Smothering Parent:
2. Child picks up a large, pointed stick and bangs it noisily against the wall and the furniture, as his mother bends over the crib of the new baby.
   a. Developmental Parent:
   b. Dutiful Parent:
   c. Smothering Parent:
3. Child says as his mother tucks him into bed, "Mommy, When I grow up, can I marry you?" Or if his father tucks him into bed, "Daddy, when I grow up, can I marry Mommy?"
   a. Developmental Parent:
   b. Dutiful Parent:
   c. Smothering Parent:
4. It is dark outside; the child stands at the window peering through the curtain at the sliver of moon and says, "I think maybe I won't go next door to visit Jimmy after all."
   a. Developmental Parent:
   b. Dutiful Parent:
   c. Smothering Parent:

Taken from:
Introduction to Family Life & Sex Education, Somerville

Content/Concents	Learning Experiences or Strategies	Resources
The development of love is a step by step process that progresses throughout life.	Analyze characteristics of each stage of love	Appendix - 11
Children are often egocentric because they are often unable to put themselves in position of others and see things from other's points of view.	Have each student write down words to a favorite love song. In small groups share songs and decide which steps of love the song is about.	
Conformity/Autonomy and Cooperation vs. Competition		
Conformity - tendency to adopt the values and attitudes of others	Have students write down 6 Things My Parents Want Me to Value and then 6 Things I Want My Children to Value.	
Autonomy - confidence in one's own values and a desire to make up own mind.	Have students classify all values written as either "typically adult" (ex= don't smoke pot) or "typically youth" (ex.= nothing wrong with pot). Compare the 2 lists as to who the values conform to - adult or youth. Generalize about results.	
Cooperation vs. Competition How do we get along with others? We either work with them or against them. At different points in life we must do both and we must recognize when each is beneficial.	Divide class into small groups. Ask each group to come up with 6 - 10 situations in life that teach us about cooperation and 6-10 that teach about competition. Then have them sequence each column from the situations first learned to those that follow. (ex. of cooperation = group projects in school, household chores). Conclude using ideas stated in concept.	

STEPS TOWARD MATURE LOVE

	Normal characteristics of person at this stage of love	Characteristics of those people who fail to go on to the next step
Step I: **Self-love**	Is interested only in self-comfort Is demanding World centers around self	Is selfish Is unconcerned about others Is not cooperative
Step II: **Mother love**	Develops feelings for the person who makes him comfortable Wants to receive love but hasn't learned to give it Begins to include others as well as self	Likes you for what you can do for him Clings to those who give him love and comfort Craves affection but can't give it
Step III: **Family love**	Extends affections further to include members of the family Learns to think of others Begins to get satisfaction from giving as well as from getting	Lacks feeling for anyone outside the family Has limited and shallow affections Has no real interest in humanitarian causes
Step IV: **Gang love**	Finds affections deepening to include others of the same sex Joins groups for companionship Develops group loyalty	Likes only companionship of own sex Criticizes other sex severely Those who are completely retarded at this level can never love anyone of other sex
Step V: **Adolescent love**	Has growing affection for the other sex Is susceptible to puppy love Finds affections gradually becoming more permanent as later adolescence is reached	Has fickle affections Likes people only for their looks and popularity Is capable of only temporary love
Step VI: **Mature love**	Gets deep satisfaction from loving Has growing affection for loved person Develops tender and protective feelings for loved ones	Some never reach this step!

Taken from: Family Living Series
Science Research Associates

Content/Concepts	Learning Experiences or Strategies	Resources
Help children to evaluate realistically	Conduct an "I'm O.K. Day" - Make name tags which include your name, the statement "I'm O.K." and a list of three positive things about yourself. Relate an incident that you feel good about to the class. (Teacher participates with students.)	
A positive self-concept is important in creating an attitude of being able to cope with crisis when it arises. a. Death b. Serious illness c. Divorce - separation d. Alcoholism e. Moving	Research topics on coping with various crisis. Create "Handicapped Situations" with your students. Some ideas are to blindfold some, put cotton in ears, tape thumb to index finger, etc. and then have them perform a task (like make something from building blocks, coloring, etc.)	Grollman, Earl Talking About Death Bohannan, Paul Divorce and After
Explain why one needs a positive self-concept in order to interact successfully with others.	Share feelings about the experience. How did they cope or adapt?	
Martin Hoffman feels morality is a product of the child's interaction with others.	Discuss Hoffman's morality - external, conventional, humanistic.	
Hoffman - 3 stages of morality are: 1) External - control maintained to avoid punishment. 2) Conventional - morality determined by authority (parents) and formal roles (law) 3) Humanistic - morality based on a concern for feelings and sights of others - can see the consequences of actions to self and others.	Do the Fall-Out Shelter Problem in Values Clarification - pg. 281 - Appendix 12	Values Clarification Sidney Simon

Appendix - 17

FALL-OUT SHELTER PROBLEM

Divide class into 4 or 5 groups.

"There is going to be a nuclear explosion which will destroy the world. There is one fall-out shelter available which will hold 6 people. It is up to your group to decide which of the following 10 people you will save in the fall-out shelter".

1) A 16 hear old girl of questionable I.Q - A high school drop-out - pregnant.

2) A policeman with a gun - thrown off the force for brutality.

3) A clergyman - 75 years old.

4) A 36 year old female physician - unable to have children.

5) A 46 year old male violinist - served 7 years for pushing narcotics - been out of jail 6 months.

6) A 20 year old black militant - no special skills.

7) A 36 year old former prostitute - "retired" for 4 years.

8) An architect - homosexual.

9) A 26 year old male law student.

10) The law students 25 year old wife - spent last 9 months in a mental hospital - still heavily sedated - They refuse to be separated.

Afterwards discuss why they chose who they did and what it says about their values. Try to play "devil's advocate" to get students to defend their choices.

Content/Concepts	Learning Experiences or Strategies	Resources
G. Esteem of Self and Others	View display pyramid Parts IX and X.	
1. Self concept is the total view an individual has of himself.	Buzz session: List the ways a parent can help a child develop self-confidence (small groups or whole class).	
2. Improving on child's self-concept involves: a. Giving a child the confidence that he/she can succeed. b. Teaching a child to take pride in his/her achievements. c. Teaching a child to cope with and overcome failure.		
d. Understanding what the world looks like to a young child by actually getting down to "their level".	Ask students to sit on the floor throughout the room and look around. Then after a few minutes, have them crawl around and investigate things. Ask some students to stand up and walk around while the "crawlers" try to get their attention. Afterwards discuss how seeing things from a "Child's Eye View" added to their understanding of how the world appears to young children Discussion Questions or Journal Writing 1) What can you see from that level? 2) What can you see from that level that you don't normally notice? 3) How does it feel to be that size in this room? 4) Where are the things you would be interested in seeing or playing with? 5) How would you change this room to make it more comfortable and exciting? 6) Where does your eye-level come on an adult? 7) How do you get an adult's attention? 8) How do you feel about your size and an adults size?	Exploring Childhood "A Child's Eye View

Content/Concepts	Learning Experiences or Strategies	Resources
H. A child's understanding of what is right or wrong is learned at an early age.	View display of pyramid Part IX.	
Moral codes are rules which are imposed on individual members of a group so that their activities will support and carry on the practices of that social order.	Participate in small group activity "Public and Moral Issues". Use at your own discretion or substitute other issues.	Appendix - 13
	Define moral codes	
	Give some examples of current moral codes in your community.	Westlake "Relationships" Chapter 18
	Discuss topic such as: 1. Why don't parents practice what they preach? 2. Freedom carries responsibilities. 3. There's no such thing as doing your own thing.	Musser, Roger & Kagan Complete "Student Strategy for Instilling Moral Values" Appendix 14
	To summarize the discussion of moral value, give the handout "Strategy for Instilling Moral Values" as a written classroom assignment.	

PUBLIC MORAL ISSUES

INSTRUCTIONS

1. Break into groups of four.
2. Your group is a presidential commission appointed to recommend legislation on sensitive moral issues of the near future.
3. Record your recommendations.
4. After discussing each future issue below, make a decision on your recommencation and give the reasoning behind it. A majority must agree before a decision can be made.
5. Read your recommandations to the rest of the class for discussion.

CURRENT AND FUTURE MORAL ISSUES

1. Should a woman be allowed to buy a frozen embryo at an embryo emporium and have it implanted in her uterus by a doctor?
2. Who, if anyone, should be allowed to buy a frozen embryo and a household container to raise it in, much as one would grow a plant, completely by-passing the uterus?
3. Should a government agency be established to breed a better race of people much as farm campuses breed improved strains of cattle?
4. Should families with histories of mental and physical heredity illnesses be prevented from producing children?
5. Should a program be started to breed scientists and other professionals to prevent our country from falling behind in the arms race?
6. Should criminal personalities be forced to undergo mind altering operations to eliminate their aggressive and hostile tendencies?
7. With the coming of heart and other transplants, how should society determine which people receive transplants when shortages exist?

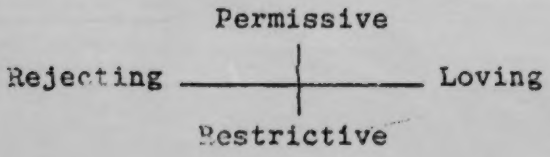
STRATEGY FOR INSTILLING MORAL VALUES

Directions

Complete the following:

If your child observes you when you do the following, what would he learn?

Situation	Value or Moral Learning
1. You act as "Big Brother" or "Big Sister" in your community.	1.
2. You take a dress or suit on approval from a store, and you wear it before returning it.	2.
3. You take your child to church instead of sending him.	3.
4. You volunteer to watch your neighbors' house and keep his mail while he is on vacation.	4.
5. You rush in a parking space that you see someone else waiting for.	5.
6. You call the principal and curse him because he corrected your child.	6.
7. You stop to pick up an injured dog and take it to the veterinarian.	7.
8. You vote at every election.	8.
9. You constantly speed or run stop lights.	9.
10. You take money from your wife's purse (or husband's billfold) without her (his) knowledge.	10.
11. You return the extra money when you receive too much change on a purchase.	11.
12. You do nothing when you observe prejudice in your community.	12.
13. You ignore the no smoking signs in a doctors' office or at a ballgame.	13.

Content/Concepts	Learning Experiences or Strategies	Resources
I. *Enrichment of the environment* provides the medium through which the intellect is nurtured.	View display of pyramid (Part XII) Analyze your home for examples of enrichment.	Brisbanes, The Developing Child p. 338
a. Provide stimulation for thinking and solving problems.	Analyze childrens books for stimulation of thinking.	
b. Expose children to books.		
Lifestyle - belief's about who we are, who and what others are, what is important in life, and how we should function to belong.		
4 factors influence lifestyle		
1) Family Atmosphere and Values		Appendix - I5
Family atmosphere - the pattern of human relationships set up by parents (competition, cooperation, etc.) Values - hard work, truth,etc.		
2) Sex Roles - parents act as models for children.		
3) Family Constellation - the position of the children in the family (youngest, middle, etc.)	Group students by their position in their families, - youngest, oldest, middle, only. Have them discuss the advantages and problems of that position and record their findings on the board - Discuss	
4) Methods of Training 	Have them fill out worksheet "Me in My Family" See if the different positions within the family checked off characteristic words that their family might use to describe them.	

ME IN MY FAMILY

Your position in your family can affect your own ideas about family life.

Are you the oldest? ________ the youngest? __________ just in the middle? ________
one of the oldest? ________ one of the youngest? __________.

Are you the only son? ________ the only daughter? _________
the only son among several sisters? _________ the only daughter among several brothers? ___________.

How many cousins do you have? ______ Of these, how many do you see each week? _________

Are most of your cousins younger? ______ the same age? _____ older? ______

Check off the words your family might use to describe you:

______ good looking
______ bright
______ friendly
______ loving
______ serious
______ creative
______ hard working
______ clever
______ cooperative
______ strong
______ interesting
______ funny
______ stubborn
______ selfish
______ athletic
______ artistic
______ alert
______ organized
______ sloppy
______ talkative

Below add some other phrases they might use to describe you which aren't included above

____

____

Comparing you to your other family members would you say . . . .

________ You're easier to get along with than some of the rest?
_______ You're funnier than most?
________ You're more interested in the family than some of them?
________ You're more ambitious than some of them?

Comparing your family to some other families you know, would you say your family had . . . .

________ More crises or problems than most?
________ A better sense of purpose or clear-cut goals?
________ More good times or laughs; more family fun together?
________ Fewer contacts with aunts, uncles, and other relatives?
________ More friends and/or involvement with community groups?
________ A greater dedication to religion?
________ About the same degree of happiness as most?

Content/Concepts	Learning Experiences or Strategies	Resources
Discipline Training in self-control, Constructive discipline provides children with much of the guidance and encouragement they need in the process of growing up.	Define discipline and give reasons why it is important.	Westlake, Children - A Study In Individual Behavior Dobson J. How to Discipline
It Can: a. Protect them from physical harm. b. Protect them from their own impulses. c. Keep them from infringing on the rights of others. d. Provide them with opportunities for expressing themselves in acceptable ways.		Prepare a guide for new parents entitled "When and How to Discipline" Appendix - 16
Misbehaving children feel they can't belong in useful ways so they seek to belong through misbehavior.	Play tape from STEP program of situations describing one of the 4 goals of misbehavior Students are to identify which goal the situation is describing.	STEP
4 Goals of Misbehavior 1) Attention 2) Power 3) Revenge 4) Display of Inadequacy	Show filmstrip "Discipline and Punishment" and discuss main points.	McGraw Hill Films Sound Filmstrips Child Care and Development - Set 2
Natural and Logical Consequences	Give handout and go over in class. Divide class into 10 groups. Give each group a situation. They must use natural and logical consequences to handle the problem. They must:	Appendix - 17

Content/Concepts	Learning Experiences or Strategies	Resources

1) State the choices they will provide.
2) Describe what the consequence for each choice would be.
3) Explain why it is necessary to provide the choice and consequence.

Example

Problem - Child is often late for meals.

1 Choice - If you arrive after the meal starts you may eat.
Consequence - Cold food

2 Choice - If you miss the meal you don't eat until the next one.
Consequence - Hunger

Explanation - continuing to call him to come and eat, or heating his food up gives undue service and doesn't teach responsibility. Sending the child to bed or lecturing undermines the parent-child relationship.

Problems

1) Joey has problems with his morning routine which includes getting up, getting dressed, eating breakfast, and leaving on time. Parents give Joey an alarm clock and teach him how to set it.

2) Child refuses to eat certain foods at the dinner table.

3) Child comes to table dirty.

4) Your children are leaving their possessions all around the house.

Content/Concepts	Learning Experiences or Strategies	Resources
	5) Every night at bedtime, Jan tries to get parent's attention by asking for drink of water, to go to bathroom, etc. 6) Barbara age 8, eats with fingers. S ilverware is provided. 7) Brothers fight. One always runs to Mom for comfort. 8) Your child constantly forgets things. 9) Your child forgets about"cleanliness". 10) Your child isn't doing his/her chores.	

Content/Concepts	Learning Experiences or Strategies	Resources
J. Self-Actualization Self-actualization is the need to become the most effective person a human being is capable of becoming with the existing potentialities.	View display of pyramid Part XIII Define "self-actualization" Bring to class current newspaper articles that point out examples of behavior which results from individuals who are restless or discontented because they are not using their capacities.	Maslow, Motivation and Personality "Insight into People" J.C. Penney Awareness ;Kit
Evaluation: Explain "self-actualization" Compile a list of 5 activities that a parent could give the child and state how each would aid in meeting the child's potential.		
	Have students evaluate their own lives according to Maslow's pyramid following the various steps toward self-actualization. Record in journal. Fantasize about ways they would choose to help their children reach self-actualization. Discuss in class.	

Appendix - 16

HOW TO DISCIPLINE: GUIDES TO HELP THE CARETAKER OF THE CHILD

DO

1. Learn what is reasonable to expect of the child at various stages.
2. Respect the Bill of Rights for Children.
3. Give the child responsibility where he can succeed. Help him accept failure and give a second chance when possible.
4. Realize there are reasons why the child cannot express or won't express why he did something.
5. Act when necessary and think about it later.
6. Earn affection.
7. Earn respect.
8. Set appropriate rules and enforce them.
9. Accept feelings.
10. Accept choices if you give them.

DON'T

1. Expect him to act as an adult.
2. Demand confessions of guilt.
3. Demand respect.
4. Try to buy child's affection.
5. Deny a child's feelings.
6. Be afraid to make mistakes.

Appendix - 17

NATURAL AND LOGICAL CONSEQUENCES

Definition - Children are responsible for their own behavior. This allows them to learn from the natural (physical) and logical (dealing with others) order of events.

Major differences between punishment and logical consequences:

PUNISHMENT	CONSEQUENCES
1) Expresses the power of personal authority.	1) Recognizes mutual rights and mutual respect.
2) Quite often not related to the misbehavior.	2) Related to the misbehavior.
3) Tells the child he/she is bad	3) Doesn't imply personal moral judgment.
4) Focuses on past behavior.	4) Focuses on present and future behavior.
5) Threatens loss of love or disrespect - put-down	5) Based on good will, not retaliation.
6) Demands obedience.	6) Permits choices.

Purpose of natural and logical consequences - encourage children to make responsible decisions. Let a child choose and then be accountable to that decision whether it turns out well or not. Most children, when permitted to make poor decisions (not harmful) learn from the consequences.

Steps in Using Consequences -

1) Provide choices

2) As you follow through with a consequence, give assurance that there will be an opportunity to change the decision later.

3) If the misbehavior is repeated, extend the time that must elapse before the child may try again.

Example #4 above - Ralph agreed to be home at 3:00 P.M., but did not get home till 6:00 P.M. Mother said, "I'm sorry Ralph, but you're not ready for taking the responsibility for coming home on time. We'll try again tomorrow.

Title of Learning Sequence:

Families: Traditional/"New Breed"

Performance Objectives:

Student Objectives: The student will:

A. Compare the traditional family with the "new breed" family.

B. Define seven types of families.

C. List eight family functions that are changing.

D. Use value clarification techniques to make determinations about own family.

E. Predict the future of the family.

F. Be aware of sex-role stereotyping in our society.

G. Distinguish between myths and realities dealing with women and the family.

Content/Concepts	Learning Experiences or Strategies	Resources
A: Traditional Families	Read references to discover the meaning of family Define - family	Westlake, Helen Relationships pp 162-164
1. The family has been defined as a group of people who may or may not live together, but who are related by marriage, birth, adoption and/or by common goals.		
2. The traditional family may be defined as one which is interdependent, closely knit and rigidly controlled by the father.	Define Traditional family- Salk, Lee family Define "new breed" - Preparing for Parenthood chapter 13 pp. 187-201	
3. Variations of the traditional family include: a. Nuclear family b. Extended family		
4. The structure of the family is continually changing.		

Content/Concepts	Learning Experiences or Strategies	Resources
B: "New breed" families 1. The "new breed" type family may be defined as one which encourages independence and democratic control 2. The many variations of family types include: a. Single parent family b. Foster parent family c. Communal family d. Blended family e. Childless family	Listen to teacher discuss different styles of families Discuss the effects of various kinds of family types on family members. Compare the structure of the traditional family with structures of the "new breed" family type.	Landis, Paul, Your Marriage and Family Living Chapter 19. pp. 390-400
Evaluation: List and define seven types of families.		

Content/Concepts	Learning Experiences or Strategies	Resources
C. Changing Family Functions 1. The functions of the family are different today than in the past as a result of many historical and sociological factors. 2. The family functions that are changing are: a. Economy b. Importance in carrying on family name. c. Education of family members d. Fathers' protection of family c. Children's protection of parents in old age. f. Recreation g. Religion h. Provision of affection	Discuss and compare the functions of the traditional and "new breed" contemporary families. Suggest solutions in case studies which describe a family problem caused by changing functions in the family.	Brisbane & Riker, *Married Life*, pp. 75-76 Landis & Landis, *Personal Adjustment, Marriage, and Family Living*, pp. 12-13
Evaluation: List eight family functions that are changing.		
3. The United States is the "melting pot" of many cultures. A study of these cultures gives added dimension to family life.	Show filmstrip: "Ethnic Heritage - A Living Mosaic". Complete worksheet which comes with filmstrip. Discuss traditions in each students own family that he or she hopes to continue, such as birthdays, reunions, etc. Share current magazine stories, T.V. programs which depict different cultures.	"Ethnic Heritage: A Living Mosaic", J.C. Penney Company

Content/Concepts	Learning Experiences or Strategies	Resources
History of the family - Family as we know it came about early in the 18th century.	-	
Middle Ages - The work world and family world were the same - were born into a station in both work and family. Children were considered to be smaller, weaker adults.		
Modern Economy - work and family are separate - look to family for intimacy and sense of belonging		
Functions of Family take in and give out knowledge organize sexual intimacy organize commitments help deal with failure in dignity experimentation in behavior emotional and spiritual demands dealt with decision-making setting provides roots and connections	Divide class into 4 groups. Give them 2 minutes to come up with as many functions of the family as they can.	
	Show several slides or pictures of various families (single parent, husband and wife, parents and children, adopted children, grandparents, etc.) Ask what all have in common (they are all families) Review each picture to describe the family unit. Ask each student to come up with a definition for family.	

Content/Concepts	Learning Experiences or Strategies	Resources
Definition of Family A group of 2 or more persons related by blood, marriage, or adoption, and residing together. **Household** All persons occupying a housing unit. Includes the related family members and all other unrelated persons.	Have students complete the following sentences - 1) My family includes .... 2) The ideal family has .... 3) All families should .... 4) Some families seem happier than others because... 5) A family should work together to .... Share answers.	
	Show filmstrip "A Family Album" and discuss various aspects of their family life.	Scholastic Magazines, Inc.
D. Becoming more aware of own family	Make a collage that identifies each family member. Introduce this lesson by asking the class to list the people who might belong to a family. (Examples: mother, niece, uncles, etc.) Record the suggestions on a large piece of chart paper and post it where it is visible to all. As the list develops, stimulate thinking by asking questions such as these: -- Does everyone in a family necessarily live in the same household? -- Can anyone give examples of family members who do not live together? -- How many of you have grandparents who live with you? -- How many do not? NOTE: If there are foster or adopted children in your class, do not feel that you must avoid these questions. It is especially important that the questions be treated generally and matter-of-factly; however. Almost everyone has relatives who do not live with them. Many families include "honorary" members, close friends who are indeed "part of the family." The issue for foster children or adopted children is not one of kind but of degree. For many children, realization of this fact is a source of satisfaction and help. Have students use construction paper or old newspaper for collage. Divide into equal sections - one for each member of the family including themselves.	

Content/Concepts Learning Experiences or Strategies Resources

Ask your students to go through the magazines and newspapers and to cut out words, pictures, and cartoons which illustrate members of their families. These clippings are to be mounted in the appropriate sections of their collages. For example: If a brother likes to eat chocolate ice cream, works on a motorcycle regularly, and has a special ability to make people laugh, the section on the poster that concerns him might include pictures of a large chocolate ice cream cone, a motorcycle, and people laughing.

Ask the students to work on the illustrations for one family member at a time, focussing on that person and thinking about what makes her or him unique, and what makes the person part of the family.

While your students are working, make a poster of your own family to share with the class. this serves a double purpose by letting students know you better and by providing a model for the project.

Class discussion:

Ask volunteers to share what they would like to from their collages with the class. Use clarifying responses (appendix C-1) such as these as each collage is presented:

-- How are the people in your family alike?
-- How did you decide who to include in your collage?
-- Which section (person) was the easiest to illustrate? The hardest?
-- How did you feel when you were doing the section about yourself?

THE CLARIFYING RESPONSE:

Discussion, whether with the entire class or one to one with individual students, is fundamental to the Values Clarification technique. Discussions must be conducted skillfully and imaginatively to maximize exploration of a given issue and to practice the seven skill areas of valuing. The origins of process questions have already been described. These questions are the seeds of any Values discussion.

A basic method of responding to things students say or do within the class discussion is the Clarifying Response. This method is extremely important as it stimulates the student to clarify his or her thinking and behavior and thus to clarify values.

There are a number of criteria for determining whether a teacher is using the Clarifying Response. Among the essential elements are the following:

1. The Clarifying Response avoids moralizing, criticizing, or evaluating. In the interest of keeping the discussion open, the teacher avoids judging what the student says or does and probes for critical thinking instead.
2. The Clarifying Response makes the student responsible for making decisions about the validity of his or her values.
3. The Clarifying Response is not a method for pressuring students to think. It is stimulating but not insistent. The student has the right to pass.
4. Each Clarifying Response is intended to be only one of many. It does not seek to define a final solution for a given issue but only to add one more piece of information to help in the work toward that solution.
5. Clarifying Responses are used in situations where there are truly no "right" answers. They are not questions to which the teacher already has an answer in mind.

Examples of Clarifying Responses, based upon the seven skills of valuing, follow. They should be carefully studied and integrated into process discussions. You will find that they stimulate thinking and promote much more active discussion than questions that seek a predetermined answer or that have limited scope.

CLARIFYING RESPONSES SUGGESTED BY THE SEVEN VALUING PROCESSES

1. Choosing freely
   a. Where do you suppose you first got that idea?
   b. How long have you felt that way?
   c. What would people say if you weren't to do what you say you must do?
   d. Are you getting help from anyone? Do you need more help? Can I help?
   e. Are you the only one in your crowd who feels this way?
   f. What do your parents want you to be?
   g. Is there any rebellion in your choice?
   h. How many years will you give to it? What will you do if you're not good enough?
   i. Do you think the idea of having thousands of people cheering when you come out on the field has anything to do with your choice?

2. Choosing from alternatives
   a. What else did you consider before you picked this?
   b. How long did you look around before you decided?
   c. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
   d. Did you consider another possible alternative?
   e. Are there some reasons behind your choice?
   f. What choices did you reject before you settled on your present idea or action?
   g. What's really good about this choice which makes it stand out from the other possibilities?

3. Choosing thoughtfully and reflectively
   a. What would be the consequences of each alternative available?
   b. Have you thought about this very much? How did your thinking go?
   c. Is this what I understand you to say ...(interpret his statement)?
   d. Are you implying that... (distort his statement to see if he is clear enough to correct the distortion)?
   e. What assumptions are involved in your choice? Let's examine them.
   f. Define the terms you use. Give me an example of the kind of job you can get without a high-school diploma.
   g. Now if you do this, what will happen to that...?
   h. Is what you say consistent with what you said earlier?
   i. Just what is good about this choice?
   j. Where will it lead?
   k. For whom are you doing this?
   l. With these other choices, rank them in order of significance.
   m. What will you have to do? What are your first steps? Second steps?
   n. To whom else did you talk?
   o. Have you really weighed it fully?

4. Prizing and cherishing
    a. Are you glad you feel that way?
    b. How long have you wanted it?
    c. What good is it? What purpose does it serve? Why is it important to you?
    d. Should everyone do it your way?
    e. Is it something you really prize?
    f. In what way would life be different without it?

5. Affirming
    a. Would you tell the class some time the way you feel?
    b. Would you be willing to sign a petition supporting that idea?
    c. Are you saying that you believe ... (repeat the idea)?
    d. You don't mean to say that you believe ...(repeat the idea)?
    e. Should a person who believes the way you do speak out?
    f. Do people know that you believe that way or that you do that thing?
    g. Are you willing to stand up and be counted for that?

6. Acting upon choices
    a. I hear what you are for; now, is there anything you can do about it? Can I help?
    b. What are your first steps, second steps, etc.?
    d. Are you willing to put some of your money behind this idea?
    e. Are there any organizations set up for the same purposes? Will you join?
    f. Have you done much reading on the topic? Who has influenced you?
    g. Have you made any plans to do more than you already have done?
    h. Would you want other people to know you feel this way? What if they disagree with you?
    i. Where will this lead you? How far are you willing to go?
    j. How has it already affected your life? How will it affect it in the future?

7. Repeating
    a. Have you felt this way for some time?
    b. Have you done anything already? Do you do this often?
    c. What are your plans for doing more of it?
    d. Should you get other people interested and involved?
    e. Has it been worth the time and money?
    f. Are there some other things you can do which are like it?
    g. How long do you think you will continue?
    h. What did you not do when you went to do that? Was that o.k.?
    i. How did you decide which had priority.
    j. Did you run into any difficulty?
    k. Will you do it again?

-- from Values and Teaching,
by Louis Raths, Merrill Harmin,
and Sidney Simon.

Content/Concepts	Learning Experiences or Strategies	Resources
	After three or four volunteers have spoken before the class, ask the students to divide into groups of four and to continue sharing in these small groups, using a method similar to the one modelled with the volunteers. One person at a time should share what she/he wishes to with the group, while the other group members listen attentively and ask clarifying questions. Emphasize the idea that there are no "correct" answers for this activity; that questions should only help the individual to take a new look at his or her work. Provide space in the classroom for a display of the students' work. The pass option should be permitted in displaying work done by individuals, so be sure to ask the permission of a student before posting her or his work.	

Evaluation: Complete Family Collage sheet - Appendix -2

FAMILY COLLAGE

Family members	something she/he could teach me	Special characteristics	"favorites"	things she/he likes to do	3 words that describe him/her

Content/Concepts	Learning Experiences or Strategies	Resources
Your position in your family can affect your ideas about family life.	Do Worksheet - Me in My Family Have students get into appropriate groups depending on their position in their own family. Oldest Child, Middle Child, Youngest Child, Only Child. Each group should look at Appendix - 1. Ask them to find out if they checked off any words in common under the statement - Check off the words your family might use to describe you. (Discover if any position in the family is stereotyped) Then ask each group to come up with advantages and disadvantages of being that position in the family. Ask each student to rip a piece of paper into 6 pieces. Have them write the following words on the pieces of paper (each piece containing a different work): LOVE, SECURITY, TRUST, FRIENDSHIP, RESPECT, UNDERSTANDING. Now ask them to move the slips of paper around to rank them in terms of the following items.	Appendix - 3

Appendix - 3

ME IN MY FAMILY

Your position in your family can affect your own ideas about family life.

Are you the oldest?______ the youngest? ______ just in the middle? ______
one of the oldest? ______ one of the youngest? ______

Are you the only son? ______ the only daughter? ______
The only son among several sisters? ______ The only daughter among several brothers? ______

How many cousins do you have? _____ Of these, how many do you see each week? ______

Are most of your cousins younger? _____ the same age? _____ older? _____

Check off the words your family might use to describe you:

____good looking
____bright
____friendly
____loving
____serious
____creative
____hard working
____clever
____cooperative
____strong
____interesting
____funny
____stubborn
____selfish
____athletic
____artistic
____alert
____organized
____sloppy
____talkative

Below add some other phrases they might use to describe you which aren't included above: ____

____

Comparing you to your other family members would you say ...

_____ You're easier to get along with than some of the rest?
_____ You're funnier than most?
_____ You're more interested in the family than some of them?
_____ You're more ambitious than some of them?

Comparing your family to some other families you know, would you say your family has had ...

_____ More crises or problems than most?
_____ A better sense of purpose or clear-cut goals?
_____ More good times or laughs; more family fun together?
_____ Fewer contacts with aunts, uncles, and other relatives?
_____ More friends and/or involvement with community groups?
_____ A greater dedication to religion?
_____ About the same degree of happiness as most?

Content/Concepts	Learning Experiences or Strategies	Resources
Each person has different needs from their family.	OF IMPORTANCE TO: 1) Your family 2) You 3) Your Best Friend 4) Your Brother or Sister Does the order change? Why? Are your needs different from those of your family?	
	Do Worksheet "Family Memories and Traditions"	Appendix - 4
	Share some of the answers. How many traditions that they wrote are religious in nature? Why is religious ceremony important to families? How many students expect to carry on their family traditions? Why or why not?	
	Write the following issues on the board. Ask the students to raise their hands if it is an area of conflict at home. Record the number of students responding. Be sure you record the top 4; or 5 areas of conflict as these will be used in a future activity. Do not discuss these at this time. Allowances or money Use of family car Curfew Doing chores around the house My appearance Helping out at mealtime Getting good grades Skipping school Preparing for my future Drinking Smoking (cigarettes, pot) Others	

FAMILY MEMORIES AND TRADITIONS

Looking back can give you some understanding of yourself and your family. In these exercises, try to remember your childhood years and the best family traditions.

What was the best present you ever received? ______________________

Who gave it to you? ______________________

What was the occasion? ______________________

How old were you? ______________________

Name four holidays each year that you spend with your family. What do you do? Do you have a typical meal in celebration of the holiday? Who joins your family for the day?

HOLIDAY	Special Activities?	Meal?	Company?
1.			
2.			
3.			
4.			

Have you learned that ...

_____ You can think of more happy times than sad times from your childhood?

_____ You received several presents that you can still remember?

_____ Most of your holidays are spent with other relatives?

_____ Each holiday has a more or less traditional meal associated with it?

_____ The same people share holidays with your family each year?

_____ Holidays in your home are not considered special days?

_____ Many of the important holidays to your family are religious ones?

How many of the family traditions you mentioned do you think will continue after you leave home?

How many do you plan to include in your family life when you marry?

On the other side of this sheet, write an essay on one of the following:

My first memory is ...

The funniest thing that ever happened to our family is...

The saddest day of my life was ...

Content/Concepts	Learning Experiences or Strategies	Resources
Families, like individuals, have a sense of their worth and of their own self-image	Distrubute - Contributions in Families Appendix - 5	Appendix - 5
	Review rules of brainstorming with the class. Appendix - 6	Appendix - 6
Discover positive elements that exist in one's family. Examine roles and patterns of behavior that have been developed within the students' own families.	Ask group to brainstorm a list of all the jobs they can think of that must be done in a family. Record on board. Make suggestions (money must be earned, meals must be prepared, etc.) to help the students get started.	
	Make a second list of all the things children and young adults can do to help a family.	
	The following questions can aid in the development of this list: -- What do you do to help in your family? -- What would you like to do if you were allowed to help more? -- What are some family jobs that are only at certain times of the year (lawn cutting, snow shoveling, etc.)?	
		Appendix - 7 Teacher: Review questions to ask oneself after brainstorming

CONTRIBUTIONS IN FAMILIES I

1. Regular tasks that I do in my family are ...

2. Regular tasks that are done for me in my family are...

3. Ways I have helped or supported other people in my family in the past month are ...

4. Ways that people in my family have helped or supported me in the past month are ...

5. In terms of regular tasks I would rather:

____ help more than I am helped
____ be helped more than help
____ help and be helped about equally

6. In terms of support, I would rather:

____ help more than I am helped
____ be helped more than help
____ help and be helped about equally

8/

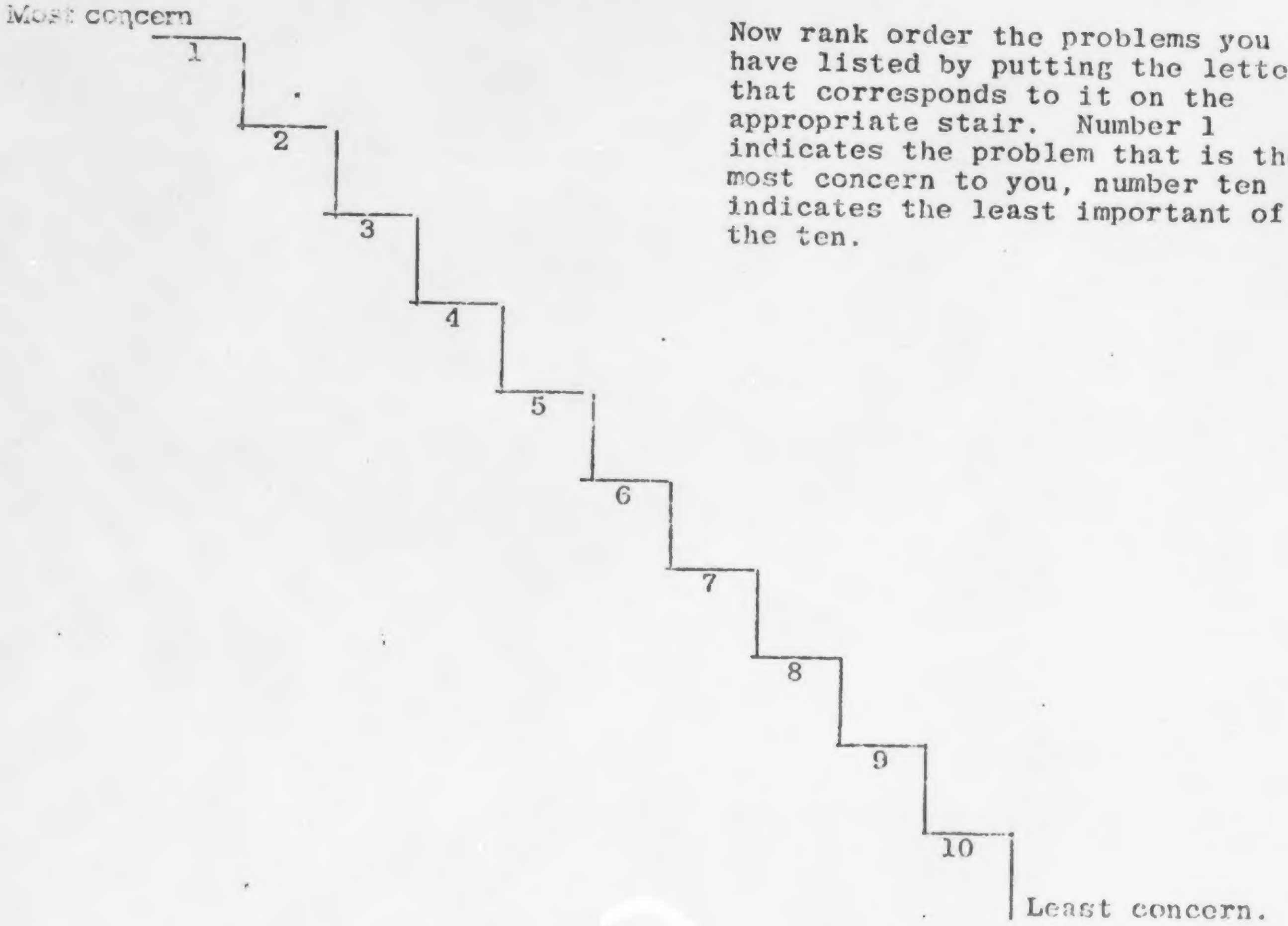
PROBLEMS

Problems in my family

Directions: From the class' list of brainstormed problems, select and list on the left up to ten that are important to you. You may add problems that are not on the class list if you like.

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________
f. ____________________
g. ____________________
h. ____________________
i. ____________________
j. ____________________

Now rank order the problems you have listed by putting the letter that corresponds to it on the appropriate stair. Number 1 indicates the problem that is the most concern to you, number ten indicates the least important of the ten.



SOME BASIC VALUES CLARIFICATION TECHNIQUES USEFUL IN CONDUCTING THE LESSONS --

There are a number of basic instructional techniques that are helpful in working with Values Clarification. Many are familiar to teachers already. To help the beginning teacher or one who has not participated in this kind of teaching before, these techniques are briefly described below.

BRAINSTORMING:

One of the most effective ways for generating alternatives and ideas is brainstorming. It is designed to produce a large amount of information in a short amount of time. A question or problem is introduced. Everyone in the group responds with as many answers as he or she can. To insure the success of the brainstorming session and to encourage everyone to participate, a number of rules are followed. These rules should be reviewed before each brainstorming session.

First, no judgments, positive or negative, should be made when an idea is given. If each idea is evaluated as it is introduced, the flow of ideas is interrupted. People forget what they were going to suggest. Other people become timid and reluctant to make suggestions because others might not like their ideas. Secondly, the group is encouraged to strive for quantity. The more ideas generated, the more the group will have to work with later. This also tends to reinforce the no judgment rule. Third, silly and impractical ideas are accepted and encouraged. Often these ideas contain the essence of a new and novel approach to a problem, a more creative solution. Fourth, people are encouraged to expand on others' ideas, to add to or modify them. This is sometimes called "piggy-backing." One person's idea often sparks another from someone else. This is an example of how the group can sometimes be more effective than an individual. Fifth, record all ideas. This is important for three reasons. It tends to reinforce the no-judgment policy, as all ideas are written down. Also, if the process were stopped each time a suggestion was made in order to decide whether it was worthy of being recorded, the brainstorming would not be effective. A written list also preserves all ideas for later consideration. Finally, a time limit, set before the brainstorming starts, is helpful. It provides the energy of a little pressure and keeps people on the task. It also permits us to suspend evaluation for a while because we know that time for that will be provided soon. Depending upon the problem, three to ten minutes is the standard time limit set for brainstorming sessions.

In summary, the rules are:

1. No judgments on ideas.
2. Work for quantity.
3. Silly and impractical ideas are encouraged and accepted.
4. Expand on other people's ideas.
5. Record all ideas.
6. Set a time limit.

When brainstorming, it is often helpful if the teacher interjects ideas if the group slows down. Silly ideas introduced by the teacher give students permission to follow his or her example. Similarly, if a teacher can model expansion of an idea, students are more likely to understand how it is done.

It is usually a good idea to conduct a few practice brainstorming sessions if a group has not participated in the activity before. Practice sessions should be fun and should have as their primary goal, the practice of the rules rather than problem resolution. Examples of topics for practice sessions are:

--- ways to improve a bath tub

--- uses for a rubber band

--- hiding places for an elephant

--- supplies for a luxury camping trip

--- events we could celebrate

Brainstorming can be a creative and productive activity for any group. It encourages cooperation and flexibility of thinking for solving problems or generating ideas.

SOME QUESTIONS FOR THE TEACHER TO ASK AFTER BRAINSTORMING

1. Did I find myself working with, or competing with, the other members of the group?
2. Did I defer judgment on others ideas? Or did I "shoot them down" (either to myself or out loud)?
3. Did I use any killer phrases -- words that made fun of others' ideas, or made those ideas seem unimportant?
4. Did others respect and defer judgment on my ideas?
5. Did I feel free to risk expressing what seemed to be a weird or different idea?
6. Did the group think up any crazy ideas, or were they all conventional?
7. Did the group push to think up a lot of ideas, or was it content to quit after a while?
8. On a 1-10 scale, how would I rate the energy level of the group? How would I rate my energy level during the brainstorming session? (10 is high energy, 1 is low energy)
9. Did I notice any patterns in my behavior during the session?
10. If I had to describe my feelings during the session, I would use these four words:

    (1)
    (2)
    (3)
    (4)

11. One thing I will try to do in the future to improve my brainstorming performance is ...

After the brainstorming sessions have been completed, conduct a class discussion on family jobs and roles, using the questions below as guidelines. It is important to stress that jobs do not have to be the "man's work" or the "woman's work." Mention that people often get into the habit of doing certain work and then end up doing the same thing over and over again. Part of the goal of the exercise is to free children from the concept that roles are defined by sex; to help them understand that it can be exciting and more fun to do many kinds of work.

-- What work must be done in the family?
-- Who does each job in your family?
-- What work is done by your mother or other women that could be done by men?
-- What work is done by your father or other men that could be done by women?

For students of separated or divorced parents, such potentially painful experiences can have a positive aspect, since their parents probably do both types of jobs that are traditionally classified as "man's" or "woman's" work. Build on this idea if the students introduce it. For example:

-- Who else has a father who cooks? Can clean house?

-- Who has a mother who knows how to fix a car?

Content/Concepts	Learning Experiences or Strategies	Resources
	Promote the students' critical thinking by asking them to consider whether members of their families could do others' jobs. Could their fathers do some of their mothers' work? Could the students do some of their fathers' work? Avoid arguments here. Stress the idea of family cooperation as a way to accomplish jobs that need to be done. Help your students to explore the idea that job variety is not only possible but beneficial, since it helps people to learn to take care of themselves and others.	
	Assign worksheet "Responsibilities"	Appendix - 8
	Afterwards share how you divided up some of the tasks and why. How did you feel about assigning tasks? Were they unfair at times. Frustrated?	
	Assign worksheet "Expectations" Discuss.	Appendix - 9
	Do you feel you would respond if you were a parent instead?	
	Mount 4 large illustrations on cardboard. Cut the pictures into puzzles of 20-30 pieces. Have the class count off by fours and form groups. Give each group puzzle and have the groups race to see who can complete their's first.	
	When the puzzles are finished, discuss how they went about doing the job. How did they divide the work? Did someone take on a leadership role? What did you learn about the problem solving ability of each member of your group?	

Responsibilities

The Browns are a family of six people. Anne Brown has just started working full time because the family needs more income and Patty is old enough to attend school all day. There is no child-care facility in the community; so someone from the family must take care of Patty after school until Anne gets home about 5:15. Steve is an excellent athlete and plays varsity sports 4 days each week until about 6:00. Carol would like to begin a part-time job so that she can have extra spending money and save for secretarial school.

The following chores must be done by some family member. Use the chart to check off the chores that each family member can do. Ages are below names.

Chore	Jack 38	Anne 36	Steve 17	Carol 15	Frank 10	Patty 6
Cooking breakfast						
Packing lunches						
Cooking dinner						
Setting table						
Clearing table						
Washing dishes						
Emptying garbage						
Making beds						
Straightening house						
Feeding dog						
Walking dog						
Taking care of Patty						
Cleaning house						
Shopping						
Laundry						
Yard Maintenance						

On a separate sheet of paper make a Weekly Chore Chart for the Browns so that each person is doing his or her fair share each day.

Where would conflicts probably arise?

What would be the most efficient way for the Browns to organize their daily routines?

Who has the most responsibility? Why? The least responsibility? Why?

Who has to make the greatest sacrifice? Why?

Would the assignments you made work out in your family? Why or why not?

Appendix - 9

Expectations

WHAT DO YOUR PARENTS WANT FOR YOU?

Rank the following words from 10 (most wanted) to 1 (least wanted) as you think your parents would rank them, in terms of what they want for your future.

Parents' Ranking	My Ranking
_______ Plenty of money	_______
_______ Health	_______
_______ Beauty	_______
_______ A good job	_______
_______ A loving marriage partner	_______
_______ Children	_______
_______ Close friends	_______
_______ A feeling of contentment	_______
_______ A good education	_______
_______ A home in a good neighborhood	_______

Now, go over the list again. How would you rate these items for yourself? Use 10 for what you want most in your own future and end with 1 representing what is least important.

Would you say that:

_______ you agree exactly with your parents in what's important?
_______ you agree in general, but not in specifics?
_______ you don't agree at all with your parents?

WHAT DO YOUR PARENTS WANT FROM YOU?

Rank the following in the same manner as before. First rank what your parents expect from you and secondly what you expect from yourself.

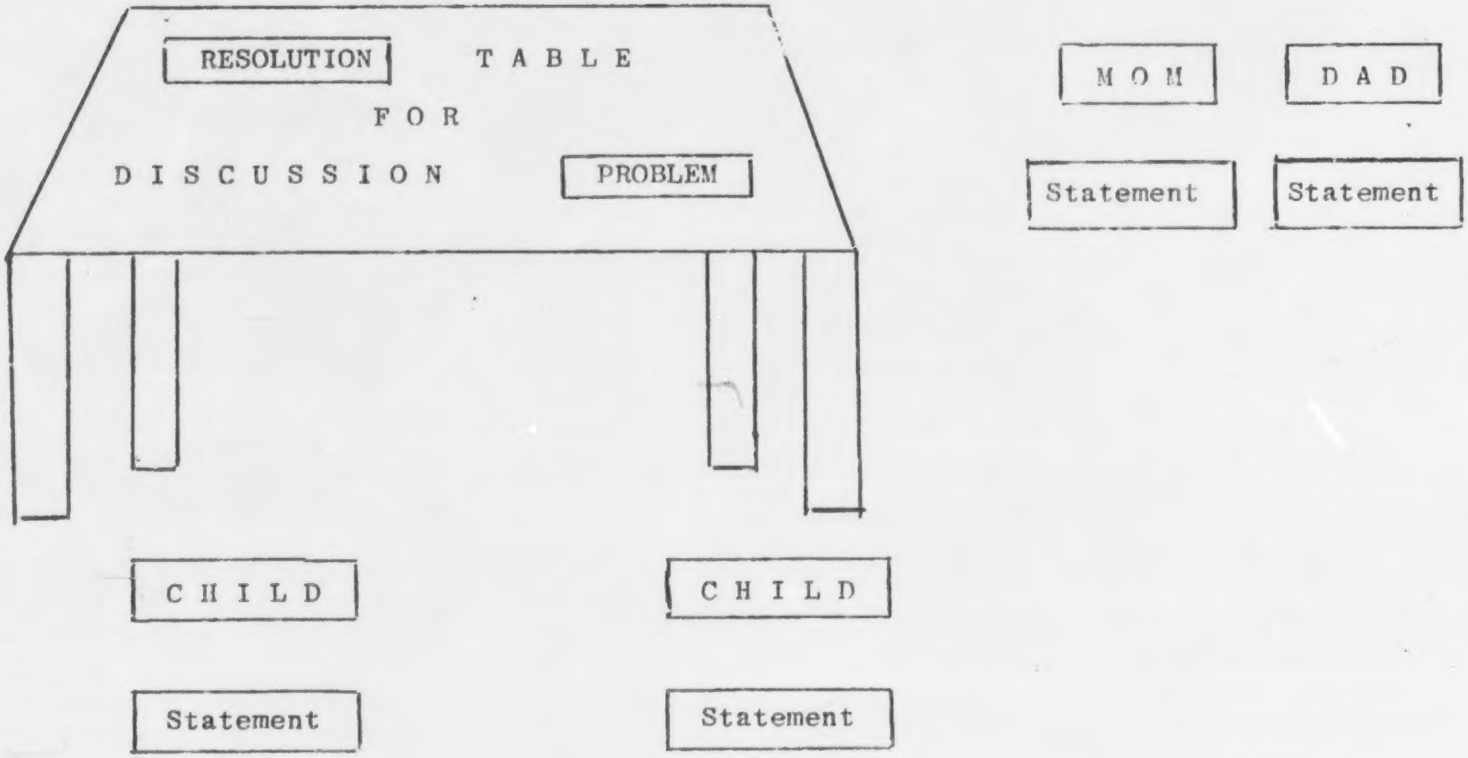
Parents' Ranking	My Ranking
_______ Do well in school	_______
_______ Help at home	_______
_______ Look neat	_______
_______ Be obedient	_______
_______ Be popular	_______
_______ Be happy	_______
_______ Stay out of trouble	_______
_______ Eat properly, not get sick	_______
_______ Get home on time	_______
_______ Have nice friends	_______

Would your parents' expectations be the same for you as for your brothers and sisters? If not what would be different, and why?

Content/Concepts	Learning Experiences or Strategies	Resources
	Making a "Family Crisis" or "Family Problem" Bulletin board. (Description in Appendix 5)	
	Choose the top 4 problems the students choose from the list of areas of onflict (Completed beforehand). Write each conflict area on a separate index card. Then put these cards in the pocket on the bulletin board labeled PROBLEM.	Appendix - 10
	Have the students work in groups of 4. (same 4 as they did the puzzles with) Each person take on a role - mom, dad, child and child. Give each group index card from the problem pocket. They should read it silently. Then give everyone a blank index card. Each person should write how they would solve th eir groups problem on the blank card. They are to answer from the point of view of the role they have taken on. When they have completed this they should place their answers in their corresponding statement pocket on the bulletin board.	
	Next the entire family unit should discuss their problem together and solve it. They should write their decision on an index card and place it in the resolution pocket.	
	The teacher then reads the problem card and each person's statement card concerning the problem. The group will read their resolution and the class will analyze how the decision was made. Who's statement was closest to the resolution? Was the resolution a combination of statements?	
	Whose role carries the most weight in family decision-making? Were all the members pleased with the resolution?	
	Have each student complete a Problems Self Contract that will take only a short time to complete (1-2 weeks)	Appendix - 11

Appendix - [illegible]

FAMILIES ARE PEOPLE TOO!


RESOLUTION
TABLE
FOR
DISCUSSION
PROBLEM
MOM
DAD
Statement
Statement
CHILD
CHILD
Statement
Statement

PROBLEMS - SELF CONTRACT

I ______________________ will ________________________________
(your name)

____

____

by ______________________________
(date)

Signed,

____
(your signature)

Appendix - 12

ALTERNATIVES

Editor's Note:

In our symposium we explored interesting and creative solutions to some areas that cause discomfort and unease in family; some of the situations and the solutions which we discussed are presented below.

In addition, other questions and situations were presented-and left unanswered. These have been included for you to think about alone, or in a group discussion. Try to think of some non-traditional, unstereotyped and imaginative alternatives for these problem areas.

A blank space has also been left for you to enter situations you think need some creative thought.

SITUATION: Housewives feel isolated in the home, caring for a child or children, without daily communication with society.

Creative Alternative Suggested by the Symposiums

A community of women could share housework. Older citizens could be organized to assist in child-care. Or there could be alternative types of parenting - by baby-sitters, the extended family - godparents, housekeepers.

Your Creative Alternatives ______________________________

____

SITUATION: Disconnectedness is caused by families living great distances apart. Extended families are often now impossible.

(In Massachusetts at the turn of the century, 50% of homes contained children, their parents, and at least one other adult - often a grandparent. Today that figure is 4%)- (From Speech by Senator Walter F.Mondale of Minnesota)

Creative Alternative Suggested by the Symposiums:

Replace extended families with non-relations - adoptive "aunts" and "uncles". Live in community cooperatives - with the elderly and young together.

Your Creative Alternatives ______________________________

____

SITUATION: There is a problem with the runaway child and with young people wanting to leave home at an early age.

Creative Alternative Suggested by the Symposiums:

Some societies have "fostering" built into them, and provide shelters where discontented children can find temporary refuge.

Your Creative Alternatives ______________________________

____

SITUATION: One of the great family tension-makers is time demands. Time for study, for work, transportation, marketing - these leave few periods for family communication.

Your Creative Alternative: ______________________________

____

SITUATION: TV programs present unrealistic situations. The contrast between the TV family and the normal family, with its problems of illness and conflict, can cause dissatisfactions in the home.

Your Creative Alternative: ______________________________

____

SITUATION: There can be a corrosion of family feeling because of conflicts and resentments stirred up by too-close contacts, and the family can lose its intimacy and closeness.

Your Creative Alternative: ______________________________

____

SITUATION: The family's idea of who you are is never really the total "you", and it's often limiting. The family may label someone "bright Mary." "quiet John." etc.

Your Creative Alternative: ______________________________

____

SITUATION: There are psychologists and marriage counselors who believe that marriage licenses should be controlled, since they think marriage and parenthood should have preconditions. They state that people who want to have children should establish their capability to parent, and where they have inadequacies, they should be given the education to correct them.

Your Creative Alternative: ______________________________

____

SITUATION: Loneliness is an important social fact - but there can also be real loneliness right in the bosom of the family.

Your Creative Alternative: ____________________

SITUATION: Segregation of very young children in nursery schools, and of very old people in senior-citizen ghettos creates lack of knowledge of other age groups.

~~Your Creative Alternative~~: ____________________

Other Situations Which You Think Need Creative Alternatives:

SITUATION: ____________________

Your Creative Alternative: ____________________

Content/Concepts	Learning Experiences or Strategies	Resources
	Give the same family unit a new task. Hand out "Alternatives". For each situation the family unit must come up with an alternative. (May be graded).	Appendix - 12
Traditionalists vs. New Breeds	Give students ditto "Will You Be A New Breed or a Traditionalist"?	Appendix - 13
The Traditionalists - 57% of all parents. Very Important Values: .. Marriage as an institution .. Religion .. Saving money .. Hard work .. Financial security Characteristics and Beliefs .. Parents are child-oriented-ready to sacrifice for their children. .. Parents want their children to be outstanding. .. Parents respect authority. .. Parents are not permissive with their children. .. Parents believe boys and girls should be raised differently. .. Parents believe old-fashioned upbringing is best. .. Parents believe they should make decisions for their children. .. Parents see having children as a very important value.	Make posters of the information about Traditionalists and New Breeds given in the Content. After students have completed Appendix 13, present these posters and have each student decide whether they are a Traditionalist or a New Breed or somewhere inbetween.	

Content/Concepts	Learning Experiences or Strategies	Resources
The New Breeds - 43% of all parents.		
Not Important Values:		
.. Marriage as an institution .. Religion .. Saving money .. Hard work .. Financial security		
Characteristics and Beliefs		
.. Parents are self-oriented - won't sacrifice for children. .. Parents don't push their children. .. Children should be free to make their own decisions. .. Parents question authority. .. Parents are permissive with children. .. Parents believe boys and girls should be raised alike. .. Parents believe their children have no future obligation to them. .. Parents see having children as an option, not as a social responsibility.		
What Both groups teach their children.		
.. Duty before pleasure. .. My country right or wrong .. Hard work pays off .. People in authority know best. .. Sex is wrong without marriage.		

Content/Concepts	Learning Experiences or Strategies	Resources
The Children .. They like their mother because she is a good cook and homemaker; their father because he spends time with them and provides. .. They do not believe parents should go on vacation without their children. .. They do believe it is the mothers job, not the fathers, to cook and clean. .. They think it's alright for parents to spank their children. But: New Breed Children .. More willing to see parents separate if they are not happy (58%) than are the children of Traditionalists (47%). .. More liberal in their acceptance of differences and their readiness to play with children of other races. .. More relaxed - aware that their parents do not put the emphasis on superiority in studies, sports, popularity, and behavior as the parents of some of their friends. .. More attuned to permissiveness (64%) say they will be less strict with their own children than their parents are with them, compared to (55%)of children of more traditional parents.		

Appendix - 13

WILL YOU BE A "NEW BREED" OR A "TRADITIONALIST"?

Do you value

________ Marriage as an institution

________ Religion

________ Saving money

________ Hard Work

________ Financial Security

Are you

________ Ready to sacrifice for your children

Do you

________ Want your children to be outstanding

________ Feel your children should be free to make their own decisions.

________ Respect authority

________ Feel you will be permissive with your children

________ Think you should raise boys differently than girls.

________ Want your children to take care of you when you get old.

________ Feel that having children is an important thing to do.

Which of the following do you feel will be an issue for you in raising your children?

________ Drugs

________ Inflation

________ Television

________ Nutrition

________ Day care

________ Toy safety

________ Broken marriage

________ Permissiveness in child rearing

________ Both parents working (need money)

________ Job or employment insecurity

________ Quality of education

________ Breakdown of traditional values

________ Decline of religion

________ Not willing to sacrifice for children

Content/Concepts	Learning Experiences or Strategies	Resources
The functions of the family are different today than in the past. Family functions that are changing. 1) Economy 2) Importance in carrying on family name 3) Education of family members. 4) Father's protection of family. 5) Children's protection of parents in old age. 6) Recreation. 7) Religion 8) Provision of affection.	Discuss and compare the functions of the Traditional and New Breed families to identify family functions that are changing.	
	Read the article "The Changing American Family" and identify the many variations of the family.	Appendix 14
The United States is the "melting pot" of many cultures. A study of these cultures gives added dimension to family life.	Show filmstrip - "Ethnic Heritage - A Living Mosaic" Complete worksheet which comes with filmstrip	"Ethnic Heritage - A Living Mosaic" J.C. Penney Company
Evaluation - Quiz on the Family		Appendix - 15
Value of the Family - Average housewife has been estimated (at 1970 wage rates for equal employment) to do about $257 worth of work a week (½ Gross National Product) 3 most important influences on amount of time woman spends at home for the family's benefit:		

The Changing American Family

C.B. DeVour, the Hollywood producer, aimed a cloud of cigar smoke at his assistant Eddie, "By this afternoon," he puffed, "I want you to find me a typical American family for my new film. "The Perfect Family Goes Bionic". It'll be easy. Even a tuna like you can handle this job! You know what I want: a dad who works hard all day at the office, a mom who cleans house, cooks, and gardens, two cute kids, a dog named Spot-"

"What if they got a cat, boss?" Eddie interrupted.

"Don't worry, Eddie! Makeup will take care of it."

"What if the typical family won't do it?"

"They'll do it! Tell them they'll be making a significant contribution to a major American art form, and we'll give the kids free bagpipe lessons! If that doesn't work, tell them we'll pay. Now get out there and find that family!"

Eddie parked in a quiet residential neighborhood. He hoped no one would notice the chartreuse Rolls-Royce with a TV antenna. At the first house he tried, a young man holding a baby answered the door. "May I speak to the lady of the house?" Eddie asked.

"She's at work," the young man answered. "Can I help you?"

"You sick or something?" Eddie asked sympathetically." I can come back."

"No, I'm not sick. I work morning shift and my wife works swing shift at the factory. That way we can share taking care of the kids. Next year I'm going to stay home full time and work on my carpentry." "Are you selling something?"

"No, not exactly." Eddie was in a hurry to go. "I'm doing kind of a survey. Thanks anyway."

He hurried to an apartment building next door and rang the first bell. A woman of about seventy appeared. "Is your daughter in?" Eddie asked politely.

"There's only me!" replied the woman. "My children moved out of town and I'm not ready for a home yet!" She winked at Eddie. Eddie said he thought he must have the wrong house and excused himself. He decided to try his luck on the other side of the street. He was starting to think the boss had given him a job harder than tracking Bigfoot. To his relief, he spotted a house with a yard containing the required two children, mother and dog!

"Cute kids you got there," be began.

"Oh, thank you, but they're not mine. I'm just the babysitter," the woman told him

"Don't tell me!" cried an exasperated Eddie..

"Their folk's used to work at the factory but they ran away to join a commune for people over 65!"

"Nope. It's just their mother and she's an accountant. Say, you 're not the man from the diaper service, are you?"

That was the last straw. Eddie jumped in the Rolls-- muttering to himself. "I've got to talk to Research. Something funny's going on here! What am I going to tell C.B.?"

The studio research department had just the report Eddie needed. He glanced through it as he ran to C.B.'s office.

"Where's my typical American family?" C.B. roared, spewing smoke.

"Well, boss," Eddie began timidly, "It doesn't exist! It seems that Americans today are marrying later, divorcing faster, and producing fewer children than ever before. Half the school age children in the country have working mothers, and single parent families are on the rise. Some people live alone, or they live together as married partners, or they live as families, but they're not even relatives! And not one of them has a dog, or even a cat, named Spot". "Now before you get mad, read this report from your research department."

"The 'typical' American family, like the American eagle, may be a vanishing species," C.B. read aloud. "Now they tell me!" He lit another cigar and read the following report, entitled, The Changing American Family.

A closer look at several trends can tell us more about the changing shape of the American family.

MOTHERS WORKING OUTSIDE THE HOME:

It would seem that the American family no longer has a father who brings home the bacon and a mother who stays home to cook it. According to some recent statistics, last year only 34 out of every 100 two-parent families didn't have a mother who worked outside the home. Our research shows over half of all school age children and one third of all preschoolers have working mothers.

SINGLE PARENT FAMILIES:

According to some experts, chances are that two out of every five students in a high school class will live in a single parent family, probably headed by a woman. In 1976, seven and a half million women headed households.

LIVING ALONE:

Current statistics show that more Americans live alone than ever before in the country's history. Who are they" They are 4.75 million people under the age of 35, nearly double the number who lived alone in 1970. Or they are divorced, or they are elderly people who prefer independence to living with grown children.

ALL TIME HIGH DIVORCE RATE:

More marriages end in divorce in the U.S. than in any other country which keeps such records. The divorce rate for 1976 was double the rate of 10 years ago. One out of every four American marriages ends in divorce, and in California last year, the number of divorces topped the number of marriages.

SERIAL MONOGAMY:

Monogamy, the system of having one mate, hasn't been abandoned in spite of skyrocketing divorce. Some people end up having a series of monogamous relationships: more than one mate in a lifetime, but one at a time. If the rate remains stable, these statistics might indicate that the single-parent family may prove to be a temporary state between divorce and remarriage.

FALLING BIRTH RATE AND SMALLER FAMILIES:

Birth rates have been dropping since the postwar baby boom (the dramatic increase in births following World War II and lasting until the middle fifties). The lowest birth rate ever was recorded in 1975 and rose by only 1% last year.

Because of the drop in birth rates, the family size is shrinking. In 1900 the family averaged 4.76 people; in 1976 it averaged 3.39.

LATER MARRIAGES:

Today it seems that Americans are marrying later, or not at all. The median age for first marriages has increased a full year since 1960, to 23.8 years for man and 21.3 years for women. The number of people under 35 who have never married is also on the rise.

UNMARRIED PARTNERS:

Last year about 1.3 million men and women lived together as unmarried partners, double the number of five years ago. In May of 1977, for the first time, the U.S. Department of Housing and Urban Development opened public housing to such couples if they can show "stable family life." The ruling represents perhaps the first official acknowledgment of this life-style.

COMMUNES:

The communes (groups of people, usually unrelated, living as a unit) of the sixties haven't died, but some of them have gotten a job and a haircut. One researcher estimes there were 30,000 communes in 1976. The fastest growing form is the middle-class urban commune, made up of working adults. Tired of the isolation of city life, they seek family style living, along with someone to share the expenses. A rental agency in Berkeley, California, reports posting 50 ads a week for such communes and prospective members seeking each other. However, it's difficult to know how many communes exist, since the census takes no official measure.

WHAT DOES IT ALL MEAN?

Perhaps a look at where we've been can tell us something about where we're going.

Two hundred years ago, most Americans lived on farms. Families were as firmly rooted as the crops that provided their food and income. The first U.S. census of 1790 showed a total population of only four million, 95% of whom lived in rural areas.

Families were larger then. A married couple needed plenty of children to work the farm, and kinfolk were welcomed as extra hands. The farm household often included grandparents, aunts, and uncles forming an extended family usually thought of as three or more generations of relatives living together.

The family provided more than just farmhands, though that was one of its important functions. It offered security, protection, and entertainment to isolated rural Americans. Education was another family responsibility. Parents strictly controlled their children's exposure to new ideas, which meant they also controlled socialization, the process that teaches children their roles in society and passes on a set of values and standards of behavior. In fact, the family often chose a child's career or even a mate. Finally, the family was a source of love, affection and emotional satisfaction for it's member.

The coming of industry to the U.S . in the mid 1800's started to yank the American family up by the roots. Many young people left the farm for the cities growing up around factories, and sometimes they couldn't afford to take grandma and grandpa with them. Industry seemed to demand a more mobile, streamlined family that could go where the jobs were. Experts have concluded that the nuclear family, a mother and father and their children, best fit the needs of the time. It seemed that extra generations were sometimes considered excess baggage.

It would appear that, as the size of the family changed, so did its functions. Families bought the things they needed instead of growing or making them. Institutions began to provide services formerly provided by the family. The government began to take care of protection and security through child welfare laws, social security, and similar aid. Public schools took over much of the education, and with it, part of the socialization process. Later, mass media, especially TV, taught values and behavior.

The one function that seemed to be clearly left to the family was providing love and emotional support. Sometimes, it failed. And here, according to one theory, is where the problems plaguing today's family, problems like divorce, child abuse, and runaways, may have begun.

The extended, pre-industrial family of America was, in some ways, rigid and confining. But it provided something the nuclear family lacks: a greater supply of adults for each child. The extra adults frequently meant more affection, support and security for the child.

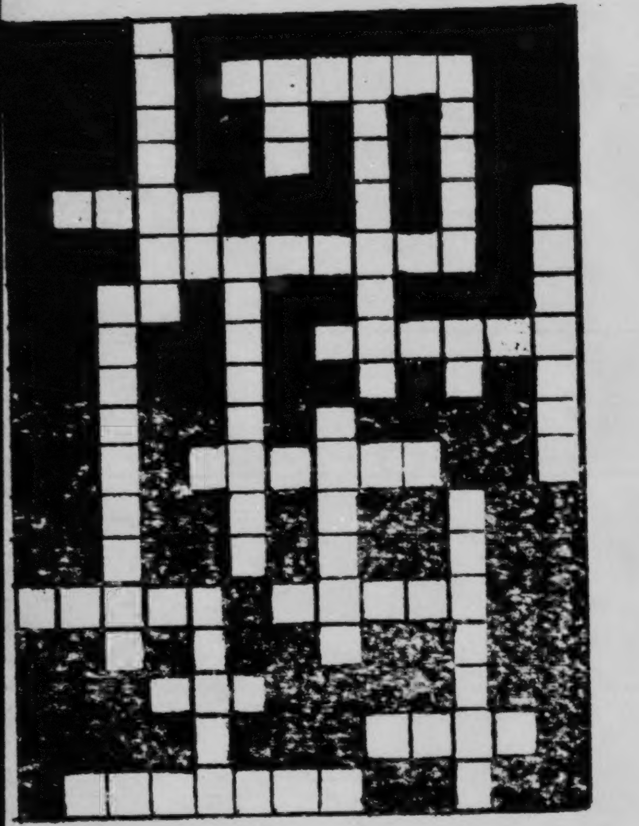
The nuclear family offers more flexibility, mobility, and freedom of choice, but less security, some experts feel. Children have fewer adults to turn to, since blood relatives may be scattered and neighbors are often strangers. A heavy burden is placed on the parent-child relationship, and in some cases, tensions may increase until they erupt and damage the family.

The rising divorce rate, delayed marriages, single parent families and the rest aren't trends that appeared out of thin air. They've been developing slowly over a long period, according to social historians. And they may be signs of health as much as signs of decay. As journalist William Braden writes in his book "The Family Game", "What some social observers have interpreted as a(n) ... assault on (the family) may in fact represent a desperate attenpt to save it."

Increased spending power and available housing have made it possible for young Americans to buy privacy and independence in the form of their own living space. The current popular emphasis on self-knowledge and personal growth has probably contributed to the rise of living alone. So has the recent Equal Credit Opportunity Act which makes it easier for women to buy their own homes.

Does the trend signal danger for the family? Uri Bronfenbrenner, Cornell University authority on the family, fears it might. Young adults who live alone, he says, lose out on chances for important psychological growth and development, through family interaction. But the head of the American Association of Marriage and Family Counselors, Prof. John Hudson, is glad young people are living alone, thereby probably delaying marriage. "Living alone before marriage," he said recently, "may mean that people will marry for better reasons ... because of strong feelings of love and a well-thought-out wish to be parents. Marriages will be fewer but better, and children will be planned and wanted. The stronger marriages of those who live alone and marry later may reverse the rising divorce rate."

FAMILY QUIZ



ACROSS

2. A family headed by one adult is called a single __________ family
7. Nuclear family members will have changing roles when mothers __________.
9. __________ are groups of non-related people living together.
11. Abbreviation for "Great Effort."
12. People who marry, divorce, and remarry are engaged in __________ monogamy.
15. The definitions for this word are many and varied.
16. More young people are living __________ before they marry.
18. More married couples may choose not to have a __________.
20. The root word for "Marriage"
21. Margaret Mead, anthropologist, suggests a two __________ marriage.
22. In the past, __________ made most of the family decisions.

DOWN

1. One cause for a greater variety of families is the higher __________ rate.
3. Many people are waiting to marry at an older __________.
4. Three generations living together can be called an __________ family.
5. Many __________ of individuals creates many kinds of families.
6. A common family type with mother, father, and child(ren) is the __________ family.
8. Abbreviation for "knocked out."
10. Marriage to one partner is __________.
11. Marriage during old age is __________ marriage.
13. The opposite of out.
14. A greater percentage of people are choosing to remain __________.
17. Two people with children who marry create a __________ family or reconstituted family. _
19. The major reasons for single-parent families are __________ and divorce.

Content/Concepts	Learning Experiences or Strategies	Resources
1) Number of children 2) Age of youngest child 3) Employment status of wife		
With a family of four, if the woman is not otherwise employed she spends 56 woman-hours doing household tasks and the father gives 11 man-hours to family work. If the same woman is employed outside the home, she gives 42 hours a week to her family and the man still only gives 11 hours.		
There are more working mothers because. 1) More women are single parents due to separation, never marrying, death, and divorce. 2) Financial necessity. 3) Pleasure of doing something useful. 4) Enjoy the challenge of their work.	Brainstorm reasons why women work.	
40% of women are in the labor force. (1976). The fastest growing segment of the labor force is married women returning to work.		
Effects of working mother on children. 1) Child's achievement in school in a major way by moms working status. 2) High School Seniors with working moms tend to have higher educational goals and expectations and expect more financial help with schooling.		

Content/Concepts	Learning Experiences or Strategies	Resources
3) Whether family situation gets better or worse usually depends on whether mom enjoys her job or not.		
We are given subtle messages everyday through our contacts with people, the media, and books about our roles as men and women.	Hand out the stereotyping dittos on the Healthy adult, the Male, and the Female and have students complete. Have a few students help you tabulate results.	Appendix - 16
	A week prior to this,assign students to watch and record information about TV commercials. They should record the product being sold, the time of day they sqw the commercial, and the sex of the background voice (if one is present)	
	Have them pass around their write ups on the commercials to each other so they get a wide range of input.	
	Have them generalize about the types of products sold at various times of the day, and the types of products sold to men, women and children.	
	Ask each student to get a partner. Have one half of the group think of a product typically sold to women (personal care products not included). These pairs are to take the product they choose and make up a convincing commercial to sell that product to men. The other groups should choose a product typically sold to men and make up a convincing commercial to sell that product to women. After sufficient time, have each pair act out their commercial for the class. The class should evaluate the effectiveness of this commercial.	
	Is it possible to reduce the stereotyping of commercials and still sell products?	

HEALTHY ADULT

Aggressive	_ _ _ _ _ _ _	Nonaggressive
Independent	_ _ _ _ _ _ _	Dependent
Emotional	_ _ _ _ _ _ _	Unemotional
Subjective	_ _ _ _ _ _ _	Objective
Submissive	_ _ _ _ _ _ _	Dominant
Excitable	_ _ _ _ _ _ _	Not excitable
Active	_ _ _ _ _ _ _	Passive
Competitive	_ _ _ _ _ _ _	Not competitive
Logical	_ _ _ _ _ _ _	Illogical
Home-oriented	_ _ _ _ _ _ _	Worldly
Indirect	_ _ _ _ _ _ _	Direct
Feelings easily hurt	_ _ _ _ _ _ _	Feelings not easily hurt
Adventurous	_ _ _ _ _ _ _	Cautious
Cries easily	_ _ _ _ _ _ _	Never cries
Leader	_ _ _ _ _ _ _	Follower
Self-confident	_ _ _ _ _ _ _	Unsure
Ambitious	_ _ _ _ _ _ _	Not ambitious
Handles ideas	_ _ _ _ _ _ _	Handles feelings
Concerned about appearance	_ _ _ _ _ _ _	Not concerned about appearance
Talkative	_ _ _ _ _ _ _	Not talkative
Blunt	_ _ _ _ _ _ _	Tactful
Aware of others' feelings	_ _ _ _ _ _ _	Unaware of others' feelings
Neat	_ _ _ _ _ _ _	Sloppy
Loud	_ _ _ _ _ _ _	Quiet
Tender	_ _ _ _ _ _ _	Tough

FEMALE

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competitive	___ ___ ___ ___ ___ ___ ___	Not competitive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

MALE

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competitive	___ ___ ___ ___ ___ ___ ___	Not competitive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

Tabulation Procedure

This procedure should be used to tabulate the results of all 3 worksheets.

1) Write numbers 1 to 7 at the top of each worksheet. The numbers represent the places students checked. For example:

Healthy Adult

	1	2	3	4	5	6	7	
Aggressive	___	___	✓	___	___	___	___	Non-aggressive

This worksheet should be recorded as "3" for that pair.

2) On a separate sheet of paper list the pairs of adjectives and phrases. Go through all the students' worksheets and record the number assigned to each pair of adjectives or phrases.

For example:

Aggressive, Non-aggressive	1, 3, 4, 5, 7, 2
Independent, Dependent	5, 6, 3, 7, 7, 4

3) Add the nunber for each pair of adjectives and phrases and divide the total by the number of students in the class. For example:

Aggressive, Non-aggressive 1+3+4+5+7+2 = 22 22 ÷ 6 = 3.6

The class average for that pair of adjectives is 3.6

4) Complete the same procedure for each pair of adjectives or phrases.

Content/Concepts	Learning Experiences or Strategies	Resources
Our classroom texts tend to be very stereotyped. Sciences = men, History = men, Psychology and Foreign language = men and women.	Have students bring their text books to class. They should all go through at least 3 different texts. Record the name of the book. Look at the pictures in the book and record whether the picture contains men or women.	
	Have each student ask 2 male friends and 2 female friends to define the ideal man and the ideal woman. Record their responses. Share these in class and generalize as to whether the descriptions are of passive or active people.	
	Divide the class into 3 groups. Give each group a different "Reading" from the Appendix. Each group should record statements from the reading which are favorable to the idea of equality and unfavorable to the idea of equality. Then divide the total group in half so that each half has at least one representative from the 3 smaller groups. Have one half of the class record all of the statements favorable to the idea of equality on the board. The other half should record all of the statements unfavorable to the idea of equality. Compare the 2 lists. Draw conclusion from each list about what those statements say is the proper thing for a Woman to do. Evaluate and discuss.	Appendix - 17
Absentee rate due to illness or injury is 5.9 days a year for women and 5.2 days for men.	Hand out Opinionnaire "Myth vs. Reality" After students complete it, allow them to share their answers. Each of the 13 statements are now myths.	Appendix - 18
31.5 million women work (1970) 22 million men are unemployed. If all women stopped working there would be 29.3 million unfilled jobs. 60% of working women are married. 1/3 of all mom's work	Have each student write a definition of the word stereotype. They should draw on all class work on the subject.- Collect and evaluate.	

Opinions About Women Authors

"I am obnoxious to each carping tongue
Who says my hand a needle better fits...."
-- Anne Bradstreet 1642

"America is now wholly given over to a d-d mob of grabbling women, and I should have no chance of success while the public taste is occupied with their trash- and should be ashamed of myself if I did succeed. What is the mystery of these unnumerable editions of "The Lamplighter" and other books neither better nor worse? Worse they could not be, and better they need not be, when they sell by the hundred thousand." - Nathaniel Hawthorne 1855

"Men need not have the smallest apprehension lest we should become their rivals in the pursuits of literature, for as Swift justly observes ... all the knowledge that a woman can obtain is little more than that of a school boy in truth, the powers of our mind are as inferior to those of men, as the strength of our body is to theirs." - Anonymous 1802

"Your flattering inquiry about my "literary career," may be answered in a word - Literature has no career in America, it is like wine, which we are told must cross the ocean to make it good. We are a business-doing, money-making people. And as for us poor females, the blessed tree of liberty has produced such an exuberant crop of bad servants that we have no eye nor ear for anything but work. We are the most devoted wives, and mothers, and housekeepers, but every moment given to a book is stolen." - Sarah Hall 1833

Mrs. Hall had eleven children and prepared a serious textbook entitled "Conversations on the Bible." This led her to study Hebrew when she was past fifty.

"No age has been more distinguished by the teaming of its women than the eighteenth century .... But we admire them more as authors, than esteem them as women.... To forbid the use of pen and ink to ladies, is far from my intention. I think poety a pleasing employment for their vacant hours, and novel-writing well adapted to female ingenuity. It is classical knowledge that I wish to withhold (as useless) from their study, and female pendantry is the object of my ridicule.... We admire the diligence and classical knowledge which could give us a correct translation of an obsolete author, form a perfect edition, or compile a lexicon; yet, when we learn that it is the work of a Lady, however highly we may prize her production, we must pity that error of judgment which could engage her in pursuits so repugnant to female delicacy, so derogatory to the natural character of her sex." - for "On Female Authorship" signed "N" 1792

Two Visitors in the Colonies

William Byrd was a gentleman from Virginia. He wrote about a visit to a friend's home.

"In the afternoon the ladies walked me about amongst all their little animals, with which they amuse themselves and furnish the table; the worst of it is, they are so tender-hearted they shed a silent tear every time any of them are killed." -

- Writings of Colonel William Byrd of Westover in Virginia,
J.S. Basset, ed, Doubleday, Page, New York, New York, 1901.

Rev. Andrew Burnsby was an Englishman who toured the American colonies during 1759-1760. He wrote about his visits.

"The Pennsylvanians, as to character, are a frugal and industrious people; not remarkably courteous and hospitable to strangers, unless particularly recommended to them; but rather, like the denizens of most commercial cities, the reverse. They are great republicans, and have fallen into the same errors in their ideas of independency as most of the other colonies have. They are by far the most enterprizing people upon the continent.

"... The women are exceedingly handsome and polite; they are naturally sprightly and fond of pleasure; and, upon the shole, are much more agreeable and accomplished than the men.
"... many of them would not make bad figures even in the first assemblies in Europe. Their amusements are chiefly, dancing in the winter; and, in the summer, forming parties of pleasure upon the Schuilkill,* and in the country..."

* Early spelling.

Travels Through the Middle Settlements in North America in the Years 1759 and 1760, Rev. Andrew Burnaby, Cornell University Press, Ithaca, New York 1960.

Two Revolutionary Patriots

Benjamin Franklin had a great deal to say about women and much advice to give.

"Good wives and good plantations are made by good husbands."

"A little house well filled, a little field well tilled, and a little wife well willed, are great riches."

"Good women are like stars in darkest night,
Their virtuous actions shining as a light
To guide their ignorant sex, which oftimes fall,
And falling oft, turn diabolical.
Good women, sure, are angels on the earth:
Of those good angels we have had a dearth;
And therefore all you men that have good wives,
Respect their virtues equal with your lives.

Women are books, and men the readers be,
Who sometimes in those books enatas see;
Yet oft the reader's raptured with each line,
Fair print and paper, fraught with sense divine;
Though some, neglectful, seldom care to read,
And faithful wives no more than Bibles heed.
Are women books? says Hodge, then would mine were.
An almanack, to change her every year.

--From Benjamin Franklin Reader, by Nathan G. Goodman, Copyright 1945 by Nathan G. Goodman with permission of the publisher, Thomas Y Crowell Company, Inc.

"Let us survey the morning dress of some women. Downstairs they come, pulling up their ungartered, dirty stockings; slipshod, with maked heels peeping out, no stays or other decent conveniency, but all flip-flop; a sort of clout thrown about the neck, without form or decency; a tumbled, discoloured mop or nightcap, half on the half off, with the frowzy hair hanging in sweaty ringlets, staring like Medusa with her serpents; shrugging up her petticoats, that are sweeping the ground and scarse tied on, hands unwashed, teeth furred, and eyes crusted -- but I beg your pardon, I'll go no farther with this sluttish picture, which I am afraid has already turned your stomach."

--From Benjamin Franklin, by Carl Van Doren, Copyright renewed 1966 by Anne Van Doren Ross, Margaret Van Doren Bevans, and Barbara Van Doren Klaw. Reprinted by permission of the Viking Press, Inc.

Two Revolutionary Patriots (Cont.)

"I was charmed with the account you give me of your industry, the table-cloths of your own spinning, etc. but the latter part of the paragraph, that you sent for linen from France because weaving and flax were grown dear; alas, that dissolved the charm, and your sending for long black pins, and lace, and feathers, disgusted me as much as if you had put salt into my strawberries. The spinning, I see, is laid aside, and you are to be dressed for the ball! You seem not to know, my dear daughter, that of all the dear things in this world, idleness is the dearest, except mischief." - from a letter to his married daughter.

--Labaree, Leonard W. and Whitfield J. Bell, Jr. (eds.) Mr. Franklin: A Selection from His Personal Letters. Yale University Press, New Haven, Conn. 1956.

Thomas Paine, another patriot, had strong ideas about women.

"... who does not feel for the tender sex? Yet such I am sorry to say is the lot of woman over the whole earth. Man with regard to them, in all climates and in all ages, has been either an insensible husband or an oppressor; but they have sometimes experienced the cold and deliberate oppression of pride, and sometimes the violent and terrible tyranny of jealousy. When they are not beloved they are nothing; and when they are they are tormented. They have almost equal cause to be afraid of indifference and love. Over three quarters of the globe, Nature has placed them between contempt and misery. "Even among people where beauty receives the highest homage we find men who would deprive the sex of every kind of reputation. The most vituous woman, says a celebrated Greek,'is she who is least talked of.' That morase man, while he imposes duties on women, would deprive them of the sweets of public esteem, and in exacting virtues from them would make it a crime to aspire to honour."

--From "An Occasional Letter on the Female Sex" Pennsylvania Magazine, August, 1775.

Appendix - 10

Myth vs. Reality

OPINIONNAIRE

Directions: Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

Agree	Disagree	
______	______	1. A woman's place is in the home.
______	______	2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money."
______	______	3. Women are absent from work more than men because of illness; therefore, they cost the company more.
______	______	4. Women don't work as many years or as regularly as men; their training is costly and largely wasted.
______	______	5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
______	______	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
______	______	7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.
______	______	8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
______	______	9. Men don't like to work for women supervisors.
______	______	10. Housewives are happy women.
______	______	11. Education is wasted on women.
______	______	12. Women have a higher turnover and absenteeism rate than men.
______	______	13. Women get married, then quit work.

Show filmstrip "Parenthood, Why and When"

Scholastic Magazine, Inc.

Discuss the attitude of the various people in the filmstrip towards parenthood.

Divide class into 4 groups. Give each group a different situation to role-play. These situations should concern a decision a couple is facing related to being a parent.

Example - Carol and Dave were married right after their high school graduation. Dave has a good job and plans to go to college at night. Carol would like to have a child now so the baby can "grow up" with them, but financially they will have to be very careful. Also, Dave admits he is not sure he is mature enough to bring up a child.

Designate 4 separate areas in the classroom. Students will stand in one of these 4 areas depending upon how they feel about the following situations.

Area 1 = I would like it.
Area 2 = I wouldn't mind it.
Area 3 = I wouldn't like it.
Area 4 = I'd hate it.

1) Changing the baby's diapers.
2) Holding the baby when it cries.
3) The baby spits up on you.
4) Feeding the baby with a bottle.
5) Giving the baby a bath.
6) Cleaning the baby when it gets food in its hair, clothes, etc.
7) Burping the baby.
8) Changing the baby's clothes.
9) Holding the baby.

Content/Concepts	Learning Experiences or Strategies	Resources
	10) Listening to the baby crying loudly when it is hungry or mad. 11) Getting up nights to feed or take care of the baby. 12) Doing hygene tasks: cleaning nose, ears, trimming nails, etc. 13) Taking care of the baby when you are sick. 14) Knowing the baby is totally dependent on you for everything. 15) Taking the baby for strolls, walks. 16) Sharing your mate's time with the baby. 17) Rocking the baby. 18) Preparing the baby's formula, food, etc. 19) Listening to the baby coo and make happy noises.	
Parenthood is a 24 hour job where the infant child is totally dependent on the parent for its life.	For the next week, each person in the class will be acting as a parent. Give each student an egg (not hard boiled). Find a sticker of some sort to have each student put on their egg so you will know if the egg gets broken. Give each student one of the small sections of the carton that the individual egg sits in. Have each student put their name on the carton section. Then give each person enough aluminum foil to wrap the egg in. The students are to bring their eggs with then to each class during the day. They may leave them in your classroom at night and must pick them up upon their arrival to school each morning. Each day they must change the foil on the egg as well as the carton section. If they attend a class in which they cannot watch their egg (such as gym) they must get an egg-sitter to watch the egg. On the weekend they must bring the egg home and then bring it back to school during the week. The eggsitting applies to the weekend also. If they are absent, someone must care for their egg in their place. Hopefully all or most eggs will be in one piece at the end of a week.	

Content/Concepts	Learning Experiences or Strategies	Resources
	When the week is up ask each student to evaluate the experience in terms of the questions in the appendix. After this evaluationis written, discuss in class. This is excellent advertisement for your program. Shortly, the whole school will know about Home Economics. Also, most students will want to egg-sit! But be prepared for a lot of complaining and jeering when you first assign this.	Appendix - 19

Egg Care

	Yes	No
1) Did your egg survive the week?	____	____
2) Did you bring your egg to each class each day? If not, how many classes did you bring it to?	____	____
3) Did you take the egg home with you on the weekend?	____	____
4) Each time you could not be with your egg, did you get an eggsitter?	____	____
5) Did you change the carton and foil faithfully? If not, how many times did you change it?	____	____
6) If you were absent, did someone take care of your egg for you?	____	____

From 10 to 1 (with 10 being excellent and 1 very poor) rate your week's care of the egg. Give reasons for your rating.

Write one word describing how you felt about having to take care of the egg all week.

What did you like best about taking care of the egg? What did you like least?

Just think about this question? What if this egg had been a child? Now answer it.

Evaluate these questions -

1) Your ability to care for a child.
2) Your being able to assume responsibility to care for a child.
3) Your patience in caring for a child.

Content/Concepts	Learning Experiences or Strategies	Resources
Families of the Future 1. As the family continues to change, future family life may be quite different than family life today. 2. The family of the future is changing in many ways. Reports indicate these changes: a. The family is shrinking and becoming compact. b. More couples are childless. c. Individuals stay single longer. d. Living together before marriage is a trend. e. More children are living in homes with one parent. f. A higher rate of divorce and remarriage exists.	Busy Groups - Teacher prepare a grab bag of topics for discussion Technological change Sex roles Family mobility Overpopulation Urban living Suburban environment Double standards Income - Social Security Public Assistance Pensions, Retirement Peer pressure Laws - Equal Opportunity, E.R.A.	
Evaluation: Write an essay on "The Family In The Year 2001" Describe changes and give reasons.		

Title of Learning Sequence: GETTING THE RIGHT START

Student Performance Objectives: The Student Will:

A. Define terms associated with heredity
B. Explain the importance of medical supervision during pregnancy
C. Explain the effects of proper nutrition on the mother and developing child
D. Describe one possible effect of alcohol, drugs and smoking on the unborn child.
E. Discuss the hospital procedure, the newborn's care, and the new mother's needs.

HEREDITY QUESTIONS

Use these questions to develop a game. You will need to determine the answers in order to facilitate a game fashioned after, for example, Monopoly, Bingo, Concentration, etc.

1. Tom and Sue Smith are proud parents of a baby girl. However, the baby has red hair and blue eyes. Tom and Sue have dark eyes and dark hair. How could this happen?

2. Why do doctors always check the expectant mother's blood type and sometimes the expectant father's blood type?

3. Good prenatal care is very important. How can you be kind to your baby before birth to help prevent birth defects?

4. What are identical twins? Describe fertilization process for identical twins.

5. What are fraternal twins? Describe fertilization process for fraternal twins.

6. Celia's husband wants a son. Celia responded, "Don't blame me if we have a girl." Do you know why Celia could make this statement? (Hint XX-Xy)

7. From the following list, choose and list only those traits which are inherited.
    - a. Venereal Disease
    - b. IQ
    - c. Bald-headedness
    - d. Sex
    - e. Blue eyes
    - f. Alcoholism
    - g. Extra toe or finger
    - h. Deaf-mute

8. Define the following words:
    - a. Heredity
    - b. Environment
    - c. Genes
    - d. Dominant genes
    - e. Recessive
    - f. Chromosomes

HEREDITY PROBLEM

John and Mary are expecting their first baby in two months. They are anxious to know what the baby will look like and what his future holds. Help the expectant parents determine what their baby might look like.

Mary has blue eyes, the same color as her mother and father. She has natural curly blond hair, is 5'2" tall and is a bit overweight. Mary is a talented artist and has sold many paintings. Mary is very nervous, emotionally super-charged and loses her temper easily.

Large-built John is 6'4" tall, has dark black hair, brown eyes. John has a pug nose and protruding ears. His eyes are very large and his eyelashes are very long. John is interested in all sports, both to play and to watch.

Answer the following questions:

1. What will be the most likely color of the baby's
   eyes,

   and hair?

2. Will the baby have a large nose? Why?

3. Will the child inherit his father's ability for sports or his mother's artistic ability? Why or why not?

4. Will the baby inherit Mary's quick temper? Why or why not?

5. Why do children of the same family differ in looks?

HEREDITY AND ENVIRONMENT ASSESSMENT

Read through the following list, place an "H" after each trait transmitted through heredity, and an "E" if not transmitted through heredity.

1. Hair color
2. Eye color
3. Biting your fingernails
4. Freckles
5. Music ability
6. Being overweight
7. Height
8. Deafness
9. Diabetes
10. Liking for pizza
11. Large nose
12. Dimples
13. Neatness
14. Curly hair
15. Temper
16. Manners
17. Ability in math
18. Good personality
19. Athletic ability
20. Rhythm
21. Good or bad eyesight
22. Common sense
23. Religion
24. Bad teeth
25. Long fingernails

Content/Concepts	Learning Experiences or Strategies	Resources
Birth Defects	Hand out the ditto to help students take notes on birth defects. The information given under "general information" and "results" is what you should explain in a class lecture. The students should take down this information on the blank ditto.	Appendix - 4
	Show filmstrip "More Than Love" (about birth defects) After the filmstrip give the worksheet to be graded as an assignment.	Appendix - 5
Seeking Medical Help The most important and crucial time for the baby is in the first ninety days of pregnancy when the baby's principle organs are formed.	List on board the places a woman can be examined by a doctor to confirm pregnancy. Health Department Hospital Clinics Private Physicians	
	Define: General Practitioner Obstetrician Gynecologist Pediatrician Geneticist Anesthesiologist Midwife	Dictionary
	Explain the importance of medical supervision during pregnancy.	
Nutritional Next to heredity, diet plays the major role in the development of a healthy well-formed infant.	Discuss on how nutrition specialist resource person describes dietary needs during pregnancy.	
	Recall Basic Four Food Groups and display poster "A Guide To Good Eating" from Dairy Council.	White, "Food for Your Future" Chapter 13
A girl begins preparing for motherhood when she is born.	Research - Required daily servings for a pregnant and lactating mother.	What to Eat Before You Are Pregnant/ While You Are Pregnant/ After Baby Comes National Dairy Council Pamphlet
	Display and review chart "Prenatal Nutrition" - Vitamins and Minerals at the start of life.	Prenatal Nutrition - Vitamin Information Bureau, Inc. 664 N. Michigan Avenue Chicago, Illinois 60611 $3.00

Birth Defect/Disorder	General Information	Results
Cigarette Smoking	Nicotine may hinder growth - it passes through the placenta into the body of the developing infant. Smokers have high levels of carbon monoxide in their blood. This reduces the amount of oxygen which the blood can supply to the infant.	1) Babies of smokers average 1/2 pound smaller than babies of non-smokers. 2) Mother more likely to have a miscarriage. 3) More babies stillborn. 4) Increased chance of birth defects.
Alcohol	Alcohol passes the placenta quickly. The unborn baby feels a drink almost as fast as the mother does.	1) Babies born to alcoholic mothers may be alcoholic at birth. 2) Brain damage may occur in baby. 3) Physical deformities possible in baby. 4) Alcoholic babies are under sized for their age. 5) Alcoholic babies don't catch up physically or mentally to children their own age.
Drugs	Most birth defects are caused during the first 12 weeks of pregnancy when a baby's arms, legs, body and internal organs are forming. The wrong drug taken at this time could stop or change part of the baby's development. Most drugs pass through the placenta quickly.	1) Heroin, etc. - Baby may be born addicted 2) Antibiotics - Tetracycline may cause discoloration of baby's permanent teeth. 3) Aspirin - Take only as doctor orders. 4) Sleeping pills and Tranquilizers - Some lead to malformations like cleft palate (causes feeding problems) - Thalidomide causes different malformations depending on when during pregnancy it is taken.
Rubella	The first 3 months of pregnancy offer the greatest threat to the developing child. The placenta offers no barrier against the rubella virus. The vaccine that prevents rubella may also harm the developing child One out of seven women is susceptible to rubella.	1) Loss of hearing 2) Blindness 3) Heart damage 4) Mental retardation 5) Miscarriage 6) Stillbirth

Birth Defect/Disorder	General Information	Results
Rh Disease	Problem exists when an Rh positive man marries an Rh negative woman. A person with Rh negative blood reacts to the Rh positive factor as if it were an invading virus. The body makes antibodies which will destroy it.	1) Cerebral palsy 2) Deafness 3) Mental Retardation 4) Death of baby during last weeks of pregnancy.
Toxemia	Rapid weight gain Retention of fluid in tissues	1) Death in 13% of women and 50% of unborn. 2) Risk of brain damage to children whose moms had toxemia during pregnancy.
Sickle Cell Anemia	The disorder exists when a person carries 2 abnormal genes. The DNA carries the wrong information for the production of hemoglobin which results in abnormal bonding. This distorts the shape of the molecule into a sickle shape. These abnormally shaped cells clump together and block blood vessels.	1) Swelling of fingers and toes. 2) "Sickle Cell crisis" = severe pain. 3) Enlarged heart muscle. 4) If cells clump in brain = headache, convulsions, coma. 5) Girls and women have special problems during pregnancy.
Tay - Sachs Disease	Inborn Error of Metabolism Inborn = present at birth Error = mistake Metabolism = the processes by which the body lives and grows. Victims = Ashkenazi Jewish Ancestry - about 90% of Jewish Americans trace their origins there.	1) Fats increase in the brain and brain cells die. 2) The child dies at age 2 or 3

MORE THAN LOVE
(Filmstrip)

1) There are 2 main causes of birth defects. Accidents in cell division and defective genes from parents are examples of birth defects due to ______________. Birth defects caused by drugs, X-rays, and virus infection result from ______________ influences.

2) Why are the 1st 3 months of pregnancy most important?

3) Circle correct answer: No damage can be done to the developing child until the mother knows she is pregnant.
TRUE FALSE

4) When is the most dangerous time for a pregnant woman to come in contact with someone with Rubella?

5) Why should a pregnant woman tell a dentist she is pregnant?

6) Why do pregnant teenagers need special attention that women who are in their 20's (and pregnant) do not?

7) Why will the doctor ask a pregnant woman and her husband questions about their parents and grandparents?

8) Why will a doctor suggest that a pregnant woman stop smoking?

9) What is the Apgar test?

10) Name 2 things that you should (or should not) do during pregnancy to help be sure that you have a healthy baby?

Guidance Associates

Content/Concepts	Learning Experiences or Strategies	Resources
	Give students handout- Prenatal Care - and have them fill in the information as you give it.	Appendix - 6
	Divide class into groups of 3 or 4 students per group. Give each group a set of Food Cards. Each set of cards should be identical. Using these cards, each group should plan a menu for a pregnant woman for one day. They should follow the basic four. When all groups have finished have them share their menus while the class evaluates them.	Food Cards - National Dairy Council
The nutritional needs of a pregnant teenager are greater because her body is still growing and needs more nutrients than she will as an adult. When growth and pregnancy occur at the same time, there is competition for nutrients.	Discuss medical, nutritional and social problems of teenage pregnancy.	
One who establishes good eating habits at an early age is rewarded twice, in her own good health and in that of her child.	Examine resources for birth defects that can arise from nutritional deficiencies	Be Good to Your Baby Before It is Born National March of Dimes Pamphlet.

Evaluation: Explain either orally or in writing the effect of proper nutrition on the mother and developing child.

PRENATAL CARE

Signs of Pregnancy:

1)
2)
3)
4)
5)

Physical changes during Pregnancy:

1)
2)
3)
4)
5)
6)
7)

YOU ARE WHAT YOU EAT? ......

Why is it important to have good eating habits before becoming pregnant?

FOUR FOOD GROUPS

I. Milk Group

Nutrients provided ____________________
Normal servings daily ____________________
Pregnant servings daily ____________________
Function: ____________________

II. Meat Group

Nutrients provided ____________________
Normal servings daily ____________________
Pregnant servings daily ____________________
Function: ____________________

III. Fruit and Vegetable Group

Nutrients provided ____________________
Normal servings daily ____________________
Pregnant servings daily ____________________
Function: ____________________

IV. Bread and Cereal Group

Nutrients provided ____________________
Normal servings daily ____________________
Pregnant servings daily ____________________
Function: ____________________

Content/Concepts	Learning Experiences or Strategies	Resources
Pregnancies are divided into three - three month periods called trimesters.	Describe the unique phases of development related to each trimester of pregnancy. Define - trimester embryo placenta umbilical cord fetus quickening afterbirth	
There are several methods of delivering a baby.	Show pictures of the developing fetus. Describe the various methods of childbirth. Birth with pain relief (general and local anesthetics) Natural childbirth or "Lamaze". Le Boyer Birth, Cesarean Section, Breech birth, Induced labor, Premature birth.	Life Magazine
Care of Mother and Baby	Interest approach	
Some characteristics are common to newborns a. Shape of head b. Rash c. Jaundice d. Fresh cord. e. Yellow stool	Display pictures of newborn babies on bulletin board. List on board the characteristics of the newborn.	
The newborn will require special care when taken home. The following are needs that parents and caretakers must assume: a. Bathing b. Cord care c. Sleeping d. Dressing e. Cutting fingernails f. Circumcision care g. Feeding	Read references on Care of the Newborn. Show a film "Gabriel is Two Days Old", and discuss: What things can newborn babies do? What do newborns usually do each day? How do newborns relate to and communicate with others? What are the feelings and fears of newborns?	Gabriel is Two Days Old Exploring Childhood Film

Content/Concepts	Learning Experiences or Strategies	Resources
	List the needs of the baby.	
	Ask a mother with an infant to come into the classroom to demonstrate bathing and dressing her baby.	
	Participate in question and answer period on bathing, dressing, sleeping, cutting finger nails, caring for circumcision and taking temperature.	
	Ask someone from a local La Leche League to guest speak on breast feeding.	
	Discuss advantages and disadvantages of breast and bottle feeding.	
	Demonstrate how to prepare a formula.	
	Hand out a jar of baby food to each student. Ask them to tell you as much as they can about the food by what is on the label and cover the guidelines used for nutrition labeling. A bulletin board about nutrition labeling is a helpful backup when teaching this.	
	Make baby food in class and compare it to store bought baby food. Follow procedure in Appendix	Appendix - 7
Postpartum Care The postpartum period should be a time of rapid recuperation and readjustment from pregnancy to nonpregnancy. Medical Care Rest Diet Exercise Postpartum blues Examination	Listen to teacher giving factual information about postportum care and recovery.	Better Homes and Gardens Baby Book - Banton, Guttmacher, Alan Pregnancy, Birth and Family Planning pp. 264, 280

BABY FOOD PREPARATION

DIRECTIONS:

1) Clean, peel, core, cut, or slice vegetable or fruit accordingly, as assigned.

2) Place prepared fruit or vegetable into a small saucepan. Add enough water just so the raw food is covered.

3) Place saucepan on range top and set at high heat. When it starts to boil, turn the setting down to simmer. Cook until food is soft when tested with a fork.

4) Remove from heat. Drain water carefully into a pyrex measuring cup. DO NOT DISCARD.

5) Place food into a blender or dish for processing. Add a small amount of the drained liquid and process.

6) Remove food to a dish for testing.

Mary Pacinda
Home Economics Teacher
McGee Middle School
Berlin, Connecticut

BABY FOOD WORKSHEET

Complete only 1 worksheet per unit.

Period #: ______________

People in the unit: ______________________ ______________________

______________________ ______________________

______________________ ______________________

Food your unit prepared: ______________________________

Equipment you used: ______________________________

____

____

TIME

Record time needed to complete each task below:

	BEGIN	FINISH	TOTAL
1) Clean Food (peel, slice, etc.)			
2) Cook			
3) Process until Smooth			
4) Total Preparation Time (add #'s 1, 2, and 3)			

Price of store bought food: ______________

Price of similar amount of homemade food: ______________

NAME: ____________________

PERIOD #: ____________________

FOOD PREPARED: ____________________

BABY FOOD EVALUATION

4 = Excellent
3 = Good
2 = Fair
1 = Poor

Home Made	Color	Smell	Taste	Texture	Bought	Color	Smell	Taste	Texture

Additional Comments:

Evaluation: Given the choice, would you make your own baby food or would you use store bought baby food?
(You must make a choice) WHY?? Back up your choice!!

Title of Learning Sequence:

It's More Than Changing A Diaper

Student Performance Objectives: By the end of this unit, students will show orally, in writing, or through demonstration that they are able to:

A. Identify the 4 basic requisites to parenthood.

B. List several personal stresses involved in each stage of parenthood as the child progresses from infancy, to toddler, to preschool, to middle years and to adolescence.

C. Evaluate motives for parenthood.

D. Compare expectations for parenthood with realities of parenthood.

E. Analyze the variety the job skills required in parenthood.

F. Evaluate self in terms of traits which will help one deal with the day to day demands of parenthood.

G. Take at least two positive steps toward improving a specific aspect of their relationships with a parent(s), step parent, or guardian.

H. Express and analyze their own feelings about being a parent.

I. Evaluate the ways that learning about parenthood has affected their attitudes toward their own parent(s) and relationship with them.

Content/Concepts	Learning Experiences or Strategies	Resources
Ways to cut costs - Showers Sewing Hand-me downs Cheaper for 2nd baby		
Items children require at different ages - (books, paints, magazines, sports equipment, etc.)	Student brainstorm items children need at various ages as teacher records on board.	
Enough Space as a Basic Personal Space Suitable environment for children	The following situation verbally or in writing: Have student close eyes, picture their reaction to it. "Be prepared to find small towels and diapers encroaching onto formerly clear counter space in bathrooms, baby clothing atop dresses, formula and baby food in evidence in the kitchen or dining room; extra amounts of laundry erupting from hampers, boxes of Pampers spilling from closets, and later of course, toys everywhere".	
Can't be "thing oriented" (a child is more valuable than any possession he could possibly destroy).	Ask student to remember a time they broke a precious belonging of their parent's - how did you and your parents react?	

Content/Concepts	Learning Experiences or Strategies	Resources
Since parents as well as children are going through developmental stages, constant adaptation is necessary in parent - child interaction.	Administer pre-test	Pretest attached Appendix E - 1
When applying for a job, a person should ask themselves some questions about their ability to perform well in that job - question their expectations, resources, skills, motivations, traits, and interests.	Fill out the job application for the job of "Parent"	Application Attached Appendix E - 2
The basic prerequisites to the job of parenthood are; Money, Space, Health, Maturity.	Students complete questionnaire "Do You Have The Basics?"	Appendix E - 3
Money as a Basic Depending on where you live, hospital costs for having a baby vary - hospital room, obstetrical services, delivery room, anesthesia, medication, complications, Cesarean.	Student research costs of having a baby in a hospital.	
Cost of maternity clothes and layette		Cost Sheet Appendix E - 4

Content/Concepts	Learning Experiences or Strategies	Resources
Health as a Basic A potential parent must have an area of free energy left over from his/her own concerns and conflicts to invest in the child. Fatigue - universal complaint of new parents.		
Maturity as a Basic Successful parents and professionals define maturity - 1) achieved independence from own family, financially and emotionally. 2) having come to grips with something else in life (job, school, talent) 3) learned to live intimately with spouse 4) to like and respect self and have confidence in self 5) fairly clear idea of direction life is going 6) understanding ones society and possible future direction.	Have student anonymously write definition of maturity and hand to teacher who reads - compare with list from parents and professionals. "Do I Have The Basics" - Review answers to Questionnaire and explain why scored T or F.	
Parenthood involves changes as the child grows. Take a trip through "Kids Country" from infancy through teenage. If you find kids and their activities less than fascinating, think twice before becoming a parent.	Student complete Questionnaire - "Am I Interested In Children?"	Questionnaire results attached - Appendix E-4 Questionnaire - Appendix E-5

Content/Concepts	Learning Experiences or Strategies	Resources
Feelings toward infants and very young children indicate happiness in parenthood. 1) Like to admire infants? happy and unhappy parents do this. It's an aesthetic appreciation rather than an emotional involvement. Are you genuinely responding to the infant or being polite to the parents? 2) Like to hold infants? - better indicator of affectionate feelings maternalistic behavior. 3) Like to do tasks in caring for infants. successful parents do.	Have students divide into 4 groups - each group write up the qualifications for a parent of different aged children - infant, preschool, elementary school, teenage - share with class.	
Play is a child's work Magic moments (lst step or words) don't capture the meaning of parenthood or make up for sleepless nights and other trials.	Go back to score and review Questionnaire " Am I Interested In Children".	
The entire job of being a parent is to raise a son or daughter who will not need you.	Since we've talked about relationships between parents and children through the teen years, and you are teenagers, think about these questions in relationship to you. Have a transparency or handout of following questions prepared and have students respond. 1) I like my parents best when they .... 2) I wish my parents would .... 3) I wish my parents wouldn't 4) My parents wish I .... 5) I don't understand my parents when they .... 6) My parents don't understand me when I	

Content/Concepts	Learning Experiences or Strategies	Resources
	7) My parents worry when I .... 8) I still feel angry about (list 2 things) .... 9) I wish it would have been like (list 2 things) .... 10) When I am a parent, it is essential that I (list 2) .... 11) When I am a parent, I would never let this happen (list 2)	
	Make a "Bulletin board" for each class according to their responses to above. Tabulate their responses on various shapes of paper with the following headings: "I Like My Parents" (#1) "Common Differences Between Parents and Children" (#2,3,4,5,6,8,9), "Parents Worry About" (#7) and "As A Parent I Will" (#10 and 11). Put each completed paper onto a "bulletin board" for that class.	
	Introduce the independent study assignment. Students are to choose 1 of the activitites listed.	
	Have student complete the "Changing Relationship" assignment sheet by describing the relationship with their parents they wish to improve and completing the pre-test section.	Independent Study Appendix E-6
	Divide class into small groups - half of class does a "Children's Bill of Rights" (what children have a right to expect from their parents) and other half does a "Parents Bill of Rights", (what parents have a right to expect from their children).	"Changing Relationships" Appendix E-7
	Compile both lists for class and compare simularities and differences between expectations on both sides - How can families resolve conflict about each others expectations of each other?	

Content/Concepts	Learning Experiences or Strategies	Resources
Although relationships improve most when all parties are working for change, sometimes one person can influence positive changes in a relationship.	**Show the film "Coping with Parents"** **Discuss the parent teen relationships shown in the film and how these relationships were changed. Were the changes realistic? Why or why not?** Have the class offer suggestions about changing their specific aspects of parent-teen relationships, especially those listed in the "Changing Relationships" assignment. Have the class identify negative phrases often arising in parent - teen relationships resulting from student statements such as: You wouldn't understand .... I'm too busy to .... You don't care about me .... You always .... or identify their negative actions such as: nagging ignoring sarcasm sulking insulting defying Have the student be aware of all of these negative actions or phrases during the next 24 hours. Record in journal.	**Film Fair Communications** 10946 Venture Blvd. Studio City, Ca. 91604 Rental - $30.00

Content/Concepts	Learning Experiences or Strategies	Resources
	The next day ask students to volunteer any anecdotes about these negative actions or phrases and what they learned about themselves by being aware of them.	
	Ask students to list ways to avoid negative actions and list positive steps to take in their relationships.	
Realize what your motives for parenthood are before taking on the job.	Do Questionnaire - "Why Am I Applying?"	"Why Am I Applying?" Appendix E-8
Motives for Parenthood 1) Egotistic	Assign Parenting Questionnaire assignment - allow 2 weeks to complete	Parenting Questionnaire Appendix E-9
to have a child who will look like me to have a child who will carry on my admirable traits to have a child who will be successful to have someone who will carry on my name to have someone who will regard me as the greatest to feel the pride of my creation to keep me young at heart to help me feel fulfilled.		
Egotistic parents can deny a child from developing to his fullest.		
Ego makes us feel that no matter what our feelings are about children in general, we will delight in our own children		
Successful parents show low ego needs		

Content/Concepts	Learning Experiences or Strategies	Resources
2) Compensatory motives to make my marriage happier to make up for lack of satisfaction on my job to make up for social isolation (lack of friends) to make me feel more secure about my masculinity/femininity		
3) Conforming motives to be like most other people to please my parents to avoid social criticism		
4) Affectionate motives to have a real opportunity to make someone happy to teach someone about the beautiful things in life to have the satisfaction of giving myself to someone else to help someone grow and develop		
The affectionate motives show a basic nurturing attitude.	Review and score "Why Am I Applying"	Results Appendix E-8a

Content/Concepts	Learning Experiences or Strategies	Resources
	Do the suggested Role-Play situations - see if you can identify what motives there might have been for Having children	Role Play Situation Appendix E-10
Our expectations in parenthood can determine how well we deal with the realities of the job.	Do "What Do I Expect?"	Questionnaire - "What Do I Expect?" Appendix E-11
Most parents expect their children will be physically perfect.		
Unhappy parents assumed they would go out as often.		
Happy parents didn't expect children to bring them closer - when children do bring happiness to a marriage it is usually an addition to pre-existing happiness.		
Happy parents had discussed parenthood ahead of time and had discussed what changes they expected.	Have students reproduce in their journal the chart in Appendix on "Adjustments" Ideas in parentheses are suggestions for the teacher to aid in discussion. The class should share their ideas.	"Adjustments" Appendix E-12
Happy parents had expected chiloren to interfere with a career - especially of working mom		
Sharing of child-care among spouses?		
Statistics show that an employed mom receives less household help from husband than a childless wife who is employed.		

Content/Concepts	Learning Experiences or Strategies	Resources
Happy parents didn't expect their children to take care of them when they got old. "It's not right to think kids owe you anything when they're grown. They didn't ask you to have the. They're kids - not insurance policies".		
	Review and score Questionnaire "What Do I Expect?"	
Increased pressures on American parents come from conflicting viewpoints on child development value systems, and rapid change in society.	Assign Child Rearing Role Questionnaire. Emphasize there are no right or wrong answers. Ask students to respond independently. Then organize in groups of 4-6 to discuss questions such as: Which roles appear to have most conflict? Which roles appear to have the least conflict? How can differing role expectations be resolved?	Questionnaire "Results" Appendix E-11a "Child Rearing Role" Questionnaire Appendix E-12

Respond to pictures - show class pictures of children in various situations - after each have students write down in 1 or 2 sentences (without talking) how they feel about what was taking place - then discuss:

1) Out of the pictures shown, how many positive feelings did you have?
2) What were some of your positive feelings? Connect these with specific pictures.
3) Do same with negative feelings.
4) What kinds of situations are positive verses negative?
5) How do you feel you will relate to children?

Tape Recorder - Turn off lights and close drapes. Have students put heads on desks and don't talk and close eyes. - say this - " You are a parent and your baby has just awakened you from a sound sleep. You change his diaper and feed him - apparently nothing is wrong. The baby insists on crying no matter what you do, so you decide to put him back in his crib and let him cry himself to sleep. Then you go back to bed and this is what you hear.

Play tape of a baby crying for 3 - 5 minutes.

Stop - turn on lights and discuss:

How do you feel about yourself?
How do you feel towards your baby?
What do you want to do?

Content/Concepts	Learning Experiences or Strategies	Resources
	Then - Set same classroom situation Then - Play 3 -5 minute tape of happy sounds of children Stop and discuss same questions as before. Are you ready to deal with both happy and sad sounds?	
	Complete Questionnaire - "What Skills Do I Need"	Questionnaire "What Do I Need?" Appendix E-14
	Divide class into 7 groups - ask each group to come up with skills needed in their profession (assign following professions - Nurse, Teacher, Disciplinarian, Manager, Chauffer, Social Director, Diplomat) - then report to class and correlate how these skills apply to parenthood.	
	Nurse - Attentive, not afraid to be physical (touch) Teacher - In possession of "subject matter" to share with child. Teaching starts with where student is, not where teacher is - empathy - good listener. Disciplinarian - Consistent - Independent (doesn't feel guilty or unloved when say "NO") mediator in disputes. Manager - Coordinate diverse family activities Chauffer - Time Social Director - Organize birthday party. Diplomat - When the marshmallow soup prepared to "make you feel better" could prolong your stomach flu another day.	

Content/Concepts	Learning Experiences or Strategies	Resources
Each of these individual occupations doesn't need to know the other to survive, but it's a remarkable requirement of parenthood to perform all of these roles.		
	Review and score Questionnaire "What Skills Do I Need?"	Questionnaire Results Appendix E-14
8 helpful traits in parenthood 1) Patience 2) Generosity and Selflessness 3) Flexibility 4) Independent 5) Practicality 6) Stability 7) An Optimistic Outlook 8) A Sense of Humor	Complete Questionnaire "What Traits Are Helpful?"	Questionnaire "What Traits Are Helpful?" Appendix E-15
	Review and Score Questionnaire "What Traits Are Helpful?"	Questionnaire Results Appendix E-15a
How we view our relationship with our parents may help us prepare for our future parenting roles	Read following statements to class. After each one, ask students to place themselves in the classroom according to how they feel about the question. Right side of room - Agree Left side of room - Disagree Middle of room - Middle or Maybe	

Content/Concepts	Learning Experiences or Strategies	Resources
	Randomly ask different students to explain why they are standing where they are standing.	

1) I feel I understand my mother.
2) I feel I understand my father.
3) I feel my parents enjoy having children .
4) My parents are fair in dealing with their children.
5) I would raise my children the way I have been raised.
6) My parents worry unnecessarily about me.
7) My father helps my mother with household chores.
8) My parents like my friends.
9) My siblings and I help with household chores.
10) I often help out without being asked.
11) My parents like me.
12) I get along with my brothers and sisters.
13) My parents will apologize to me if they are wrong.
14) I will apologize to my parents if I am wrong.
15) I feel I have the makings of a good parent.
16) I want to be a parent someday.
17) I have considered not being a parent.

Content/Concepts	Learning Experiences or Strategies	Resources
Responsibly choosing not to become a parent is perhaps a wise decision than having unwanted children.	Ask students to suggest ways to have a relationship with children without becoming a parent.	
Alternatives to Parenthood 1) Parenthood without Pregnancy Adoption Foster parenthood 2) Part-time Parenthood Big brothers Big sisters Just friends 3) Working with Children Day Care Teacher Social Worker	In groups, summarize - 1) What are the personal stresses involved in parenthood? 2) How may parentry stresses be reduced? 3) How can individuals prepare for effective parenthood?	
	Administer Post Test Analyze by Score Sheet	Post Test Appendix E-1 Score Sheet Appendix E-16

Evaluation:
1) Teacher prepared unit test.
2) Analysis of student growth through review of journal.
3) Class participation.
4) Personal contacts between teacher and student in and outside of class.

Parenthood Requires Adjustments Pre-Test

Check the Answer That Is Most Nearly Your Preference:

Part One

1. I would rather be:

______ an only child

______ a child in a small family 1-3 children

______ a child in a large family 4 or more children

2. I am:

______ an only child

______ a child in a small family 1-3 children

______ a child in a large family 4 or more children

3. In the future, I would like to have:

______ no children ______ 3-4 children

______ 1-2 children ______ more than 4 children

4. I think I will be most ready to begin having children when I am:

______ 18-21 ______ 26-30 ______ don't know

______ 21-25 ______ over 30

Please Rank Order Your Preferences With the Most Important. Rated I.

Part Two

5. I will probably be most ready to have children when:

_____ I have my own head together

_____ I can afford them

_____ I am established in my career

_____ Other (list) ____________________
____

6. The best reason for having children is:

_____ Because they bring love to your life

_____ To have someone who needs you.

_____ To give purpose to life

_____ To share yourself with someone else

_____ Other (list) ____________________
____

7. Having children is difficult because of:

_____ Lack of freedom

_____ Worry about having enough money

_____ Worry about what they do

_____ Knowing what to do when raising a child

8. It is most difficult for parents to agree on:

_____ Behavior standards for the child'

_____ Discipline of child

_____ Values they want the child to develop

_____ Philosophy of child raising

_____ Other (list) ____________________
____

9. Before you have children, the best way to prepare yourself for parenthood is to:

_____ Study how your parents raised you.

_____ Take child development courses

_____ Agree on child raising practices with ;my spouse

_____ Read books on parentry.

_____ Other (list) ____________________
____

Part II. Continued

10. After you have children, the best way to improve your parentry skills is to:

_____ Participate in family counseling

_____ Read books and articles

_____ Take child development course

_____ Use your instinct

_____ Other (list) ____________________
____

11. The biggest daily stress in being a parent is:

_____ Constant bickering among children

_____ Coping with noise and energy level of the household.

_____ Trying to satisfy everyone else

_____ Lack of consideration

_____ Adapting to constant change

_____ Other (list) ____________________
____

12. The best way to reduce the stress of being a parent is to:

_____ Discuss concerns with others who are knowledgeabl

_____ Get some time away from yourself or together with your partner.

_____ Reason with children

_____ Recognize what things cause stress for you

_____ Keeping up with the times

_____ Other (list) ____________________
____

13. The biggest reward of being a parent is:

_____ When children "turn out" the way you want.

_____ When children return your love.

_____ When children achieve in school

_____ Just to watch them grow up

_____ Other (list) ____________________
____

14. It is most difficult for children if:

_____ They do not know what parents expect of them

_____ They are compared to other children

_____ Parents are too strict

_____ Parents are too lenient

Appendix E-2

JOB APPLICATION - "PARENT"

Answer the following questions to help determine how well qualified you are for this job.

1) EXPECTATIONS

What expectations do you have about this profession?
What will it do for you emotionally, socially, physically and intelligently?
Do you feel your expectations are realistic?

2) RESOURCES

What resources are needed for success in this profession? (knowledge, time, car, etc.)
Do your resources measure up to generally accepted standards?

3) SKILLS

What skills does the profession demand?
Do you have these skills now?
If not, can you develop them?

4) MOTIVATIONS

How strongly and for what reasons do you want to enter into this profession?

5) TRAITS

What personal characteristics do successful members of this profession possess? (patience, honesty, sternness, etc.)
Are your traits similar ?

6) INTERESTS

How sincere are your interest in most or all elements of this profession. (wanting a child should be connected with interest in children)
List your main interest in this job.

Do I Have The Basics?

T or F responses should be given to all items except those which are multiple choice.

1. I have a pretty clear idea of where I'm going in life; I have certain goals in mind.

2. I love to sleep late.

3. I rarely have an illness so severe that I am kept from functioning at home or work for more than a day.

4. What I'm doing in life matters, is making a difference.

5. I usually have enough energy to get through the day and enjoy some leisure activity in the evening

6. When I have a cold I:
    a) can keep going pretty easily
    b) can keep going but it's an awful struggle

7. My age is:
    a) under 21
    b) 21-25
    c) 25-29
    d) 30-or over

8. My marriage or current relationship has lasted:
    a) more than two years
    b) more than four years
    c) more than six years

9. I have been living on my own, away from my parents, for at least two years.

10. I sometimes rely on loans from my parents to solve temporary budget problems.

11. I(we) could live on half our present income without distress.

12. I yearn for certain luxuries which I cannot now afford.

13. When shopping for small items (groceries, cosmetics, or men's toiletries), I do not bother to comparison shop.

14. I enjoy being able to spend $10 on impulse for an accessory, an item for the home, or a new best-selling book.

Do I Have The Basics? (Cont.)

15. I (my spouse and I) have more than $2000 in savings.

16. It is important to me (us) that a set percentage of income be set aside each pay period.

17. My spending habits are sensible, not impulsive.

18. I would love to travel extensively.

19. Possessions and material goods are relatively unimportant to me.

20. If we had a child, our present living quarters would feel cramped.

21. I find my house or apartment somewhat stifling, therefore I am not happy when some circumstance (as waiting for a delivery) keeps me home.

22. My favorite belongings and personal possessions are:
    a) more of real than of sentimental value
    b) more of sentimental than of real value
    c) both of real and of sentimental value

23. A child is more valuable than any possession he or she could possibly destroy.

24. If I were magically handed $2000 in cash today, I would most like to:
    a) take a trip
    b) buy something expensive (car, stereo) with no time-payment worries
    c) invest in bonds at 10 percent interest
    d) buy country property
    e) buy gifts for friends
    f) use for home furnishings
    g) contribute to a worthy cause
    h) use for maternity costs of having a baby
    i) use for continuing education of self or spouse

25. I've never really thought about what my primary life goals are.

Do I Have The Basics?

1. T - 6

2. F - 1

3. T - 2

4. T - 10

5. T - 2

6. A - 1

7. A - (0), B (10), C (15), D (20)

8. A - (2), B (4), C (6)

9. T - 1

10. F - 1

11. T - 2

12. F - 2

13. F - 1

14. F - 1

15. F - 2

16. T - 2

17. T - 2

18. F - 2

19. T - 1

20. F - 2

21. F - 1

22. Unscored

23. Unscored

24. H - 4

25. F - 6

Appendix C-4
Cost Sheet

MATERNITY CLOTHES

3 everyday dresses @ $25.00	$75.00
1 dress for evening @ $50.00	50.00
2 jacket-pants outfits @ $30.00	60.00
3 "separates" outfits, 2 ea pants, tops @ $15.00	90.00
1 pair flat-heeled shoes @ $30.00	30.00
1 bathrobe @ $20.00	20.00
2 nursing nightgowns @ $15.00	30.00
3 maternity bras @ $7.00	21.00
6 maternity panties @ $2.50	15.00
2 slips @ $5.00	12.00
3 pr support hose @ $6.00, 4 pr maternity hose @ $2.50	28.00
2 girdles @ $12.00	24.00

LAYETTE

1 sweater set @ $8.00	8.00
3 stretch terry coveralls @ $6.00	18.00
5 blankets @ $2.00	10.00
2 thermal sleepers @ $5.00	10.00
6 pr. booties @ $1.25	7.50
3 crib blankets @ $10.00	30.00
6 knitted crib sheets @ $4.00	24.00
3 flannelette waterproof sheets @ $4.00	12.00
6 waterproof lap pads (3 for $1.50)	3.00
1 comforter @ $12.00	12.00
2 heavyweight outdoor or travel wraps @ $15.00	30.00
Stroller	50.00
Crib	100.00
Crib mattress	30.00
Crib bumpers	10.00
Infant seat	12.00
Chest of drawers	80.00
Nursery lamp	20.00
Playpen	50.00
Highchair or feeding table	50.00
Bassinet	50.00
Diaper pail	5.00
Baby swing	25.00
Car seat	35.00

Am I Interested in Children?

1. I have enjoyed working with children in some way in the past few years.

2. At adult social gatherings, children should be:
    a) seen and not heard
    b) treated politely
    c) interacted with, paid attention to
    d) absent

3. When visiting friends who have children I tend to ignore the children.

4. I enjoyed baby-sitting as a teenager.

5. I have cared for a child in my home for a day or more during the past year.

6. It's not necessary to like children in general to be able to love your own.

7. Of all people, children are the most imaginative.

8. It is important to keep grandparents, other relatives, and friends from spoiling your children with too much attention.

9. I always pause to admire infants.

10. I love to hold infants and small children

11. There are magic moments for a parent - such as a child's first step, a child's first word - which both represent parenthood's real meaning and which compensate for any number of sleepless nights and other hardships.

12. Here is the way I feel about diapers:
    a) Even changing diapers can be a beautiful expression of love for your child.
    b) Let's face it, changing diapers isn't pleasant but it is something you must do because it is a necessary part of infant care.
    c) I would expect my spouse to be primarily responsible for this.
    d) Willingness to change diapers has absolutely nothing to do with whether or not one can be a good parent.

13. I would not mind being almost exclusively responsible for infant care if my spouse were not interested in helping or sharing at this stage.

14. I would be able to take it if an infant of mine cried often, woke often during the night.

15. The idea of teaching addition and subtraction by creating games, perhaps like "Freddie the Frog jumps two steps forward. Now if Freddie the Frog jumps one jump back . . ." would be a challenge I'd enjoy.

16. My four-year-old will not nap today. First it's "I'm thirsty," and I'm thirsty again, my throat's dry," then "The blanket's too heavy," then "I need Petey Puppet," then "I'm hungry, then "I need . . . "My reaction is likely to be:
    a) I spank; enough is enough
    b) I order child to stay in room and sleep.
    c) I explain "quiet time" and that no more requests will be answered for now.
    d) I accede to all requests.

17. A majority of the following infant-care tasks are ones that I would like to do.
    diapering
    bathing
    feeding

18. A majority of the following toddler-care tasks are ones that I would like to do.
    bathing
    toilet training
    arranging for play with other children
    teaching physical coordination
    teaching colors and shapes
    teaching words
    teaching rules
    teaching to dress
    correcting
    watching over
    playing
    telling stories
    reading stories
    dealing with illnesses
    providing stimulation
    analyzing and dealing with the beginnings of aggression
    roughhousing

19. I don't mind errands, driving the car around.

20. Six-to twelve-year-olds are old enough to assume some responsibility around the house.

21. Six-to twelve-year-olds are ready to learn to handle money.

22. I would give a child who was ten an allowance only for books and school needs, not for records, clothes, candy, etc.

23. If I had an eleven-year-old who was interested only in basketball, to the exclusion of studies, family recreation, or even other sports, I would be likely to say:
    a) "Are you going to be a basketball bum all your life?"
    b) "Look, only a handful of people can play basketball professionally - you'd better get suited up for another career."
    c) "Why don't you do something cultural or intelligent for a change?"
    d) "If I play ball with you tonight, will you listen to records with me later?"
    e) "You know the discipline you're giving yourself would sure be nice applied to homework."
    f) "Practice makes perfect - you're sure to make the school team and make me proud of you."
    g) None of these - I'd accept the exclusive attention to basketball.

24. Due to dyslexia (a correctable central language impairment) my child has not found schoolwork easy. With remedial help, he has made good progress but still has a ways to go. Close to the end of the school year, the guidance counselor suggests that he repeat first grade. I feel sure that he could catch up with his classmates before the end of next year, but am not sure he should have to struggle that hard. I feel my reaction would be to:
    a) do what the counselor advises
    b) do what my child would prefer
    c) avoid repeating a grade at all costs: challenge is good, and children rise to expectations.
    d) avoid repeating a grade at all costs: how could I tell my friends?
    e) have him repeat first grade because the strain of trying to keep up with second grade work might harm his desire to learn permanently.
    f) feel that the question is irrelevant: a child of mine would not be a poor student.

25. My child's teacher telephones one evening to say that my child was caught cheating on a spelling exam. My response is:
    a) "Most schoolchildren cheat: what's the big deal?"
    b) "I hope you will give him a failing mark for the exam."
    c) "Thank you for letting me know. I will do my best to deal with this."
    d) "Please don't let this influence his overall grade I guarantee it will not happen again."
    e) "If this is true, it is your fault for running a classroom where such actions can occur."
    f) "You must be mistaken - a child of mine would not cheat."

26. My child has not been invited to Kevin's party.
    a) I say, "Never mind. You can give a party and not invite Kevin."
    b) I say, "It's not important. You and I will do something together."
    c) I ask my child if he has any idea why he was not invited.
    d) I phone Kevin's parents to see what is at the bottom of this!
    e) I do nothing - this is solely my child's problem.

27. A parent of a teenager should be more a pal than an authority figure.

28. Adolescence is rougher on the kids than the parents.

29. Your fifteen-year-old has taken to using profanity. He or she has been warned to stop it. Now, after a mild argument, he or she tells you, ... "fuck off!" ..., and walks out, slamming the door. Your reaction is likely to be:
    a) Well, he's in a bad mood - so are we all sometimes.
    b) Is he ever going to get it when he walks back in!
    c) I will firmly and finally state my disapproval of profanity, but privately acknowledge I can't control it.
    d) My response to this question would depend on when, and in what frame of mind, my teenager walked back in the door.
    e) My response to this question would depend on whether this fifteen-year-old is a son or a daughter.

30. Overall, discipline during teenage years has to be approached with a certain attitude of resignation. Sometimes nothing will work, because it is a developmental task of teenagers to rebel and to use this as one way of establishing independence from parents.

Appendix E-5 a

Am I Interested In Children

1. T - 10
2. C - 2
3. F - 2
4. T - 1
5. T - 15
6. F - 10
7. T - 1
8. F - 1
9. Unscored
10. T - 1
11. F - 2
12. B - 1
13. T - 1
14. T - 1
15. T - 1
16. C - 1
17. T - 2
18. T - 2
19. T - 1
20. T - 1
21. T - 1
22. F - 1
23. D - 3
    E - 3
24. A - 3
    B - 3
    D - 1
    E - 3
    F - -3
25. C - 2
    E - -2
26. C - 1
27. F - 1
28. T - 3
29. D - 2
30. T - 3

Independent Study Projects

Students must choose one of these options in consultation with the teacher. They will be evaluated by:

a) depth of follow through and research into topic .
b) quality of written, oral or graphic presentation to the teacher and class.
c) student expression of the main concepts learned.

Projects

1. Administer at least 5 of the Parenting Questionnaires to adults of various ages and analyze the results.

2. Read a novel showing a family coping with stress. Report to the teacher and/or the class.

3. Arrange for a class speaker from a community agency on a subject concerning parent-child relationships. Student will contact speaker, arrange date, introduce and lead the discussion.

4. Do a family sculpture before the class. Evaluate in writing what was learned by the sculpture.

5. Ask a parent or parents to participate with students in a roundtable discussion on parenting relationships. Evaluate how they felt and the parent's reactions after the discussion.

6. Interview grandparents about their favorite parts of the life cycle. Compile results.

7. Prepare a bulletin board, mobile, or other classroom decoration on an aspect of parent - child relationships.

8. Role play family situations at different stages for the class.

Appendix E-6a

FAMILY SCULPTURING

(Adapted from Satir, Peoplemaking)

Student or students (probably no more than 2-3 per class) volunteer to do a family sculpture in front of their class.

The student chooses members of the class to represent the members of his/her own family. They each should be given names of the family members, perhaps with a name label. As non-verbally as possible, position all the family members in some active family scene. (The members can be positioned using any props available in the classroom and can be represented in different places.)

Ask the class what they see about these positions (with student and family members not allowed to participate). How are the family members relating to each other?

Ask the family members how they feel about being in these positions (with student and class not allowed to participate).

Ask student how he/she feels about this scene and whether the comments by the class and the family members are valid. What does this mean in relationship to members of your family? Do you think that other family members would have posed a similar scene? Did you learn anything in this family sculpture that can be used at home?

(You might think of the relationships between people as being leveling, placating, blaming, computing, or distracting as identified in Peoplemaking. Other behaviors might include ignoring, demanding, etc.)

CHANGING RELATIONSHIPS - A HOME EXPERIENCE

Please choose one specific aspect of your relationship with your parent or parents that you would like to concentrate on improving during the next three or four weeks. When you feel you have made progress on this project, you may ask for the evaluation sheet again (no later than ____________).

Describe the relationship on which you plan to work. .

Pre-Test Will It?		Post-test Did it?
________	1. Make living at home easier.	________
________	2. Help me understand my parents better.	________
________	3. Help my parents understand me better.	________
________	4. Make me feel good.	________

Pre-test: Rate the relationship that you described at the beginning of this activity (circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
bum		what a drag		could be better		shaping up			far out

Post-test: Rate the relationship that you described at the end of this activity (circle the appropriate number)

1	2	3	4	5	6	7	8	9	10
bum trip		what a drag		could be better		shaping up			far out

The easiest part of this experience was:

The hardest part of this experience was:

The most unexpected thing that happened was:

Now, look back over this page and analyze what you see and what it means. You may use the back of this page.

Why Am I Applying?

1. Were I to have a child, its sex would make no difference.

2. As a child, I often envied friends who had advantages I did not.

3. It is extremely important to me to receive credit for what I do.

4. I would do all I could to make sure a child of mine had educational and cultural advantages that would aid her or his chances to be a success.

5. I could accept it if my son or daughter wanted to be:
    a) a gardener
    b) a truck driver
    c) a ballet dancer
    d) a writer of trashy novels
    e) a priest, Roman Catholic
    f) a rabbi
    g) a priest, Eastern mystic religion
    h) a professional athlete
    i) some of the above
    j) most of the above
    k) any of the above

6. I have many good traits; therefore I feel I have a responsibility to have a child so that these qualities are carried on.

7. My six-year-old daughter Jody is running a race with a neighbor child to see who can reach our house first, where I have lemonade ready. Jody is winning this little race. Suddenly the other child cries out, "Stop, Jody, stop! I want to win!" Jody stops and lets her friend win the race.
    a) I say to Jody, "That was nice of you to let your friend win."
    b) I say to Jody, "There was no reason to let yourfriend win just because she wanted to. You should always do your best at work or play."
    c) I say nothing at all, but serve the children their lemonade.
    d) I say nothing right now, but may ask Jody later why she gave up the race.

8. Jody is my six-year-old son rather than my six-year-old daughter. My response to the above question remains the same.

9. I'd like to have a child who would think I was the greatest.

10. You always love your own child, just because it's yours.

11. I am happy with my field of work.

12. My work is boring.

13. I would like to quit my job.

14. My relationship with my spouse or partner could best be described by saying:
    a) We are very compatible and share many interests.
    b) We are both very compatible and very fond of one another.
    c) We are in love but have some incompatibilities.
    d) We are very much in love and have very few incompatibilities.
    e) We are intensely in love and have virtually no incompatibilities.

15. My spouse or partner and I love to be alone together.

16. I occasionally envy the freedom of my single friends.

17. My mate and I discuss potential problems before they become real ones.

18. If my partner does something that angers me, I typically
    a) say something right away to bring it out in the open
    b) don't say anything, try not to let it bother me.
    c) get upset outwardly, quarrel.
    d) get upset inwardly, brood about it.
    e) take a "wait and see" attitude: sometimes things improve if left alone.

19. My spouse and I have discussed the pros and cons of having children.

20. Often, when an occasion arises, such as when we see children playing or encounter them with their parents, my mate and I get into a discussion about how children should be raised, treated.

21. I care enough about my parents to be in touch frequently and visit whenever possible.

22. Most of my childhood memories are happy ones.

23. I secretly feared no one would want to marry me.

24. A list of other women I envy or would rather be would be very short.

25. Boys shouldn't cry.

26. People would like me better if I were prettier.

27. If I disagree with a man, I ordinarily do not say so.

28. Becoming a mother represents feminine fulfillment to me.

29. I would rather be described as "warm and loving" than as "cute and sexy."

30. Men and women should share responsibility for:
   a) income
   b) housework
   c) birth control
   d) child care
   e) none of the above
   f) some of the above
   g) all of the above

31. Becoming a father proves manhood.

Appendix E-8a

Why Am I Applying

1. T - 2
2. F - 1
3. F - 2
4. T - 1
5. K - 3
6. F - 1
7. C - 2
   D - 2
8. T - 2
9. Unscored
10. F - 2
11. T - 2
12. F - 1
13. F - 1
14. B - 2
15. Unscored
16. F - 1
17. T - 1
18. A - 1
19. T - 20
20. T - 20
21. T - 1
22. T - 1
23. T - 1
24. F - 1
25. F - 1
26. F - 2
27. F - 1
28. F - 5
29. T - 5
30. G - 5
31. F - 5

PARENTING QUESTIONNAIRE

The purpose of this questionnaire is to find out the effects of having children on parents. Please interview five adults, preferably of different ages, with different age children, different number of children, and/or different life styles. Ask them to respond to these questions without placing their names on the questionnaire. After you have interviewed all the adults, analyze the results according to the questions at the end of the questionnaire.

1. Did you make a conscious decision to have your first child?
   If so, what made you think you were ready for children?
   If not, do you feel you were ready for children? Why or why not?

2. Why did you want to have children?

3. What physical changes did your first child make in your life?

4. What economic changes did your first child make in your life?

5. What emotional changes did having a child make in your life?

6. What role changes occurred between the parents after the first child was born?

7. What do you wish you had known before having children?

8. What support could have helped you cope with having and rearing children?

9. What additional changes were made in your life with the addition of other children?

10. Would you choose to have children again if you had it to do over? Why or why not?

11. What have you liked best about being a parent?

12. What has been most difficult about being a parent?

13. What other comments would you like to make?

Students: Analyze all your questionnaires for:

a. satisfaction with parenthood
b. reasons for having children
c. effects of having children on lifestyles
d. what to be prepared for when having children

SUGGESTED ROLE PLAYING SITUATIONS

1. A newly engaged couple is discussing when to marry, whether or not they want children and, if so, when they might want to start their family. The man is 25 and in his last year at law school. After he has finished school, he will have to study for his bar exam for at least six months. The woman is 22 and has graduated from college with an elementary teaching credential. Since she can not find a teaching job near his law school, she has found a job as a sales clerk in a local department store. She does not like her job and would really like to teach. Her parents live nearby and are anxious to become grandparents for the first time. What issues must they discuss in arriving at their decisions?

2. The parents of a one month old child, both in their mid-twenties, are discussing how they will care for the baby when the mother returns to work. He works in an office from 8 a.m. until 5 p.m. She will work at a restaurant from 3 p.m. until 10 p.m. How will they arrange child care? Why does she want to return to work? Should she? What adjustments will they each need to make? What will be the child's needs during the rest of its first year?

3. Parents of two preschool age children have been invited to spend the weekend at a cabin with friends who are childless. Since the parents have only one income, their extra money is limited. Neither have relatives willing to take the children for the weekend. Hiring a woman to baby-sit would cost $50. If they take the children along they might not be able to do what they want. They have never had a vacation alone together. Their share of the weekend expenses including gas, cabin rent and food will probably be $75 - $100· this would not include entertainment or any restaurant meals. Their friends are willing to have their children along, but the friends will probably go ahead and do whatever they want. Shall they take the children? Why or why not? What adaptation will they need to make to implement that decision.

4. The father of a ten year old boy has always been active in sports, both as a spectator and participant. It is very important to him that his son be athletic since he views athletics as good masculine behavior. The son wants this father's approval, but cannot perform to his father's expectations. He turns to other types of activities that he can do well. He is a good student and loves to read. He is most interested in science, and is trying to develop a good project to enter in the science fair. His father wants him to join the Little League. What should he do?

5. Sixteen year old Kathy and 15 year old Tom are planning to go out with friends on Saturday night. Kathy is going to a school dance with a boy she has dated twice. They will be with several other couples. Tom is going out with some buddies just to cruise around and look for fun. Their father has told Kathy to be home by 11:30 --- half an hour after the dance will be over. He has not set a time for Tom to be home. Kathy does not think this is fair and is arguing for a later curfew. Their mother is siding with Kathy. How can they reach a decision that is fair to everyone?

What Do I Expect?

1. I can't imagine a child of mine as being badly behaved or having annoying habits.
2. Children are by nature disruptive.
3. Children make life more complicated.
4. The joys of children ultimately outweigh any complications.
5. There's a lot of truth in the old saying, Children bring constant cares, but uncertain comforts.
6. Responsibilities of parenthood don't have to interfere with a career.
7. Having a child would make us more mature, responsible.
8. The nice thing about parents and children is that they love each other without having to earn each other's love.
9. Parenthood is largely fun.
10. People with children are less apt to be lonely in later life.
11. Having a child inevitably means certain life-style changes which it is both impossible and futile to try to predict.
12. We'll go out just as often.
13. We will see to it that parenthood does not disrupt our lives significantly.

What Do I Expect?

1. F - 3
2. T - 2
3. T - 2
4. T - 2
5. T - 5
6. F - 4
7. F - 2
8. F - 3
9. F - 10
10. F - 4
11. F - 20
12. F - 2
13. F - 2

ADJUSTMENTS

EMOTIONAL - (Mom wrapped up in baby care may feel isolated and depressed. Father may feel neglected. Either may lose interest in sex, be moody).

PHYSICAL - (Mom usually tired - not energetic for first few weeks. Father often tired from extra chores and lost sleep.
Meals and routines disrupted
Space may be cramped.)

FINANCIAL - (If mom was working, family income will drop as expenses rise.
Disagreements on loans or gift-offers from parents.)

SOCIAL - (Less time for friends and former activities.
May not always be able to find sitter when want one.)

CHILD REARING ROLE QUESTIONNAIRE

Appendix E-13

Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M - Mother; F - Father; B - Both; N - Neither

Own Family		Future Family
M F B N	1. Decide when to have a child.	M F B N
M F B N	2. Decide how and where to have a child.	M F B N
M F B N	3. Feed newborn baby.	M F B N
M F B N	4. Change diapers.	M F B N
M F B N	5. Do laundry for child(ren).	M F B N
M F B N	6. Feed older baby.	M F B N
M F B N	7. Put child(ren) to bed.	M F B N
M F B N	8. Give child(ren) bath.	M F B N
M F B N	9. Decide where child(ren) should go to school	M F B N
M F B N	10. Discipline child who is misbehaving.	M F B N
M F B N	11. Establish behavior standards.	M F B N
M F B N	12. Teach child to talk.	M F B N
M F B N	13. Toilet train child.	M F B N
M F B N	14. Purchase clothing for preschool child.	M F B N
M F B N	15. Purchase clothing for elementary child.	M F B N
M F B N	16. See that child(ren) are well nourished.	M F B N
M F B N	17. Arrange for babysitting.	M F B N
M F B N	18. Take children on outings.	M F B N
M F B N	19. Make sure child does homework.	M F B N
M F B N	20. Get to know child's friends.	M F B N

Parenthood Requires Adjustments

Own Family			Future Family
M F B N	21.	Participate in activities such as scouts.	M F B N
M F B N	22.	Explain about sex to a girl.	M F B N
M F B N	23.	Explain about sex to a boy.	M F B N
M F B N	24.	Arrange for lessons such as swimming, dancing, music, etc.	M F B N
M F B N	25.	Read bedtime stories.	M F B N
M F B N	26.	Establish child's household responsibilities.	M F B N
M F B N	27.	Establish allowance for child.	M F B N
M F B N	28.	Give allowance to child.	M F B N
M F B N	29.	Read books about parent education	M F B N
M F B N	30.	Attend parent education courses.	M F B N
M F B N	31.	Care for sick child.	M F B N
M F B N	32.	Get up if a child needs someone in the middle of the night.	M F B N
M F B N	33.	Arrange for health care of the child.	M F B N
M F B N	34.	Set family rules.	M F B N
M F B N	35.	Evaluate when couseling might be needed.	M F B N
M F B N	36.	Attend parent/teacher conferences.	M F B N
M F B N	37.	Decide what to do when child gets in trouble.	M F B N
M F B N	38.	Teach child about religion.	M F B N
M F B N	39.	Provide for the support of the child.	M F B N
M F B N	40.	Supervise child's TV watching.	M F B N
M F B N	41.	________________	M F B N
M F B N	42.	________________	M F B N
M F B N	43.	________________	M F B N
M F B N	44.	________________	M F B N

What Skills Do I Need?

1. I often find myself listening without hearing.

2. I can't imagine myself ignoring a crying child, someone hurt.

3. People who are very emotional irritate me.

4. Friends find me sympathetic.

5. I'm good about visiting sick friends.

6. When someone is upset, I pride myself on being able to do or say the comforting thing.

7. If I had been reading to an elderly person for a week who only smiled and nodded at the end of our hour together and never directly said thank you, I would discontinue this particular charitable practice.

8. Strength and gentleness are incompatible.

9. I have a hard time telling people I think they've done a bad job or done something wrong.

10. I worry a good deal about whether other people like me.

11. I have always hated regulations!

12. I like to feel powerful; to be captain, not crew.

13. Discipline and punishment are the same thing.

14. Spanking a child means
    a) The parent has failed
    b) A good parent; spare the rod and spoil the child
    c) If the parent is a conscientious one, the spanking is only in case of real physical danger.
    d) I am not sure.

15. I have at least one personal indulgence (smoking, drinking) that is a little out of control.

16. Discipline and forgiveness are generally incompatible.

17/ My child brings home a report card with all Cs even though he or she is capable of better work. I issue an order: restricted evenings out until I see all Bs. At the end of the next grading period, my child hesitantly shows me six Bs and two Cs. My response is:

a) I issued an order and will stick to the letter of it. Continued restrictions until I see all Bs.
b) If my child has tried hard, I would relent.
c) I would remove some or most, not all restrictions.
d) Maybe my requirement was a little too harsh. We'll discuss it.

18. I can make my ideas sound interesting.

19. I would enjoy showing someone from out-of-town around my town or city.

20. I have to take several items to a friend who is ill. My four-year-old is playing quietly. The friend lives only minutes away and my child would be safe if left here.

a) I say I'll be right back and leave child at home.
b) I explain where I'm going but leave child at home.
c) I explain where I'm going and ask if child wants to go.
d) I take the child with me.
e) I ask the child's help in gathering the items I am to take and explain why we are going on this errand.

21. Values can be taught best by example.

22. Teaching is the job of the schools.

23. If a neighbor's child wanted to "help" me cook, I'd politely discourage the idea because of the mess it would make.

24. I'm good at dealing tactfully with landlords, salespeople.

25. Sibling rivalry is inevitable. The best parent can't prevent it.

26. An effective way to get siblings to get along is:

a) to give a cooperative task like doing dishes
b) to ask the older one to dress the younger one
c) be careful to give all toys to both children to eliminate or minimize possessiveness.
d) to be careful to distribute praise equally to minimize rivalry/
e) to let each win half the time.
f) none of the above can be counted on.

27. My eight-and-a-half-year-old daughter is jealous of her new baby brother. Soon after he was brought home from the hospital, she began to wet the bed nightly. I believe the best way to react is:

a) to discuss it with her.
b) to understand how jealous and hurt she feels and give her more attention.

c) to ignore the behavior-- it will stop sooner or later if it does not result in more attention.
d) to punish her for this practice, since it is obviously deliberate and something she can control if she wants to.
e) to take her to our pediatrician or family doctor for a talk.

28. If my child got to be known as the peace-maker among a group of children, I would be afraid that he or she lacked sufficient self-assertion.

29. I like juggling a number of interests.

30. I remember the small details so many others forget.

31. The idea of being a committee chairperson, responsible for coordinating everybody's schedules and assigned responsibilities, is definitely unappealing to me.

Appendix E-14A

What Skills Do I Need

1. F - 2
2. T - 1
3. F - 1
4. T - 1
5. T - 1
6. T - 1
7. F - 1
8. F - 1
9. F - 1
10. F - 1
11. F - 1
12. F - 3
13. F - 2
14. C - 1
15. F - 1
16. F - 1
17. B - 1
    C - 2
18. T -1
19. T - 1
20. E - 2
21. T - 2
22. F - 2
23. F - 1
24. T - 1
25. T - 1
26. F - 2
27. A - 2
    B - 2
    E -2
28. F - 1
29. T - 1
30. T - 2
31. F - 1

What Traits Are Helpful?

1. I could respond in a controlled manner to the following situations:
    - a) At 7:15 A.M. on a winter morning, it is my turn to drive carpool for the children and I have five stops to make before 8 A.M. and the car will not start, my spouse is away, and I have no jumper cables nor does there seem to be anyone around who can help me.
    - b) Milk spills in a narrow space between counters. Getting it out before it sours requires cutting a sponge into thin strips and painstakingly manipulating the sponge strips with barbeque tongs.
    - c) I am unfairly accused of failing to control my child in a playground dispute.
    - d) I must wait for one hour past appointment time at the pediatrician's office, which is filled with noise and impatient children.

2. I become very upset when things do not go smoothly.

3. Waiting in line drives me crazy.

4. A three year old child who starts to cry merely because he has been startled should be firmly scolded.

5. Sometime within the past twenty-four hours I have had a hearty laugh.

6. I require absolute silence to concentrate on work that is important to me.

7. If a child of mine several times interrupted my reading of the morning or evening newspaper, I would generally be:
    - a) greatly upset
    - b) moderately upset
    - c) only a little upset
    - d) not upset at all

8. A place for everything and everything in its place could describe my home most of the time.

9. I hate it when plans are upset, things go wrong.

10. I can switch gears from concentrated activity to relaxation or from one type of activity to another without much trouble.

11. I am a perfectionist; I like things just so.

12. I do not/would not hesitate to seek professional help for serious personal problems.

13. I can't imagine ever apologizing to a child.

14. I have considered the possibility of not having children.

15. I've never been one to feel I had all the answers.

16. A man can be forgiven many faults of character if he is a good provider for his own family.

17. I would be willing to adopt a child if I could not have my own.

18. I would be willing to adopt a child instead of having my own.

19. I am leaving on a quick trip to the shopping center and a neighbor or co-worker asks me to purchase a short list of items since I am going anyway.
    a) I agree, with an attitude of Of course, why not?
    b) I agree, with an attitude of I certainly hope this doesn't happen too often.
    c) I agree, with the spoken or unspoken assumption that he will do the same thing for me another time.
    d) I do not agree.

20. I have taken my child shopping at a department store to buy a shirt or sweater, and told him he may make his own selection. However, so eager is he to choose wisely and well that it has taken him almost half an hour to narrow the selections down to two or three. The reaction which is closest to the way I would probably react is:
    a) It's good that he's conscientious and intent on choosing so carefully!
    b) I really have a lot of other things I'd rather be doing!
    c) This learning experience has really gone on long enough; he's had the experience of narrowing possible selections down to a few; now I'm going to make the final choice so that we can get out of here.

21. Somebody who lives most of his or her life in one place is really missing out.

22. I like to move on if a job stops being challenging or interesting to me.

23. I love to go out on the spur of the moment.

24. To travel the world is something I truly want to do.

What Traits Are Helpful? (Cont.)

25. I find the idea of visit to Disneyland
    - a) genuinely appealing
    - b) of moderate interest
    - c) something I might do once out of curiosity if circumstances made it easy
    - d) quite uninteresting
    - e) absolutely repellent

26. I can see the humor in most situations.

27. If a child of mine broke out with measles on New Year's Eve and my spouse and I had to stay home from a party we'd looked forward to very much, it would probably not occur to me to make a game out of counting the measles spots.

Appendix E-15a

"What Traits are Helpful"

1. A - 1
   B - 1
   C - 1
   D - 1
   E - 4
2. F - 1
3. F - 1
4. F - 1
5. T - 1
6. F - 1
7. C - 1
   D - 2
8. F - 1
9. F - 2
10. T - 2
11. F - 1
12. T - 2
13. F - 1
14. T - 5
15. T - 2
16. F - 1
17. T - 1
18. T - 3
19. A - 1
20. A - 2
21. F - 1
22. F - 1
23. F - 1
24. F - 2
25. A - 2
    B - 1
26. T - 1
27. F - 1

Content/Concepts

Learning Experiences or Strategies

Resources

Randomly ask different students to explain why they are standing where they are standing.

1) I feel I understand my mother.
2) I feel I understand my father.
3) I feel my parents enjoy having children.
4) My parents are fair in dealing with their children.
5) I would raise my children the way I have been raised.
6) My parents worry unnecessarily about me.
7) My father helps my mother with household chores.
8) My parents like my friends.
9) My siblings and I help with household chores.
10) I often help out without being asked.
11) My parents like me.
12) I get along with my brothers and sisters.
13) My parents will apologize to me if they are wrong.
14) I will apologize to my parents if I am wrong.
15) I feel I have the makings of a good parent.
16) I want to be a parent someday.
17) I have considered not being a parent.

Content/Concepts	Learning Experiences or Strategies	Resources
Responsibly choosing not to become a parent is perhaps a wise decision than having unwanted children.	Ask students to suggest ways to have a relationship with children without becoming a parent.	
Alternatives to Parenthood 1) Parenthood without Pregnancy Adoption Foster parenthood 2) Part-time Parenthood Big brothers Big sisters Just friends 3) Working with Children Day Care Teacher Social Worker	In groups, summarize - 1) What are the personal stresses involved in parenthood? 2) How may parentry stresses be reduced? 3) How can individuals prepare for effective parenthood?	
	Administer Post Test Analyze by Score Sheet	Post Test Appendix E-1 Score Sheet Appendix E-16

Evaluation:
1) Teacher prepared unit test.
2) Analysis of student growth through review of journal.
3) Class participation.
4) Personal contacts between teacher and student in and outside of class.

Title of Learning Sequence: Experiences With Children

Student Performance Objectives: Students simulate the laboratory experience by practicing with each other in the areas of:

A. Language development - activities in talking, listening, following directions.

B. Psychomotor development - activities in movement, body awareness, eye-hand coordination.

C. Arts and Crafts - activities to develop creativity and imagination.

D. Tutoring techniques - activities to develop reading, writing and math skills.

Experiences with Children

Content/Concepts	Learning Experiences or Strategies	Resources
We learn how to work and play with children by practicing activities with each other. Students remember activities much better if they actually do them. Much enthusiasm and preparation is needed when working with young children.	Explain to the class that for the next few weeks we will actually be doing activities that we can do with children later. We will probably feel embarrassed at first, but we must feel comfortable with each other before we can do the same activities with the children. (It is important that the teacher participates!)	
Langauage Development Children learn language by playing with words and sounds. They immitate and investigate.	-- go over handout "A Guide for Language Development"	Appendix - 1
There are 3 different types of thinking associated with language development.		
1) Divergent thinking - coming up with as many alternatives or ideas as you can. 2) Convergent thinking - to draw a conclusion. 3) Associative thinking - to come up with relationships.	--Do the following exercise to illustrate divergent thinking: Break the class into 4 groups. Each group is to try to come up with 50 different kinds of animals. When they have finished, explain how this is divergent. Compare the animals at the beginning of their lists to those at the end. Those at the end are more creative. --To illustrate Convergent thinking, play the game "20 Questions" and have the class try to guess (or draw a conclusion) by the answers you give. --To illustrate associative thinking, have the students complete the following associations. 1) Eat from a _________ (plate) 2) Drink from a ________ (cup)	

A GUIDE FOR LANGUAGE DEVELOPMENT

1) The sentence should be used as the basic unit of speech. When a child asks a question, you should answer it with a full sentence - "This is a fireman's hat." "This is a piano." Avoid using phrases ("A piano") or pointing or gesturing.

2) Whenever appropriate, a category or classification should be included in the sentence. "That color is red." "The circle is blue." "The orange is a fruit." This helps the child classify what is being talked about and helps him form concepts.

3) Words that are specific in meaning should be used rather than general terms. Avoid saying "Roll it here." or "It goes over there" Rather, use nouns when labeling objects. "Roll the ball to me." "Put the puzzle on the shelf."

Avoid gestures that point in the general direction. If needed, gestures can be used to make a meaning clearer but not as substitutes for the correct words.

Actions should also be labeled accurately. Statements such as "You push the table and I'll pull it" are more helpful in the child's learning than "Let's all help now."

4) References to size, weight, and height should be accurate. Accuracy in the teacher's speech is very important to the child who has language problems.

5) When you are making a comparison, be sure to specify how things compare. "Yes, the apple and the fire engine are both the same color, red." is more effective than "Yes, they are the same color."

6) Avoid negative correction. Such remarks as "No, don't do that." or "That is wrong." offset the classroom effort to establish self-confidence. Corrections that reflect the child's own experiences are more desirable. "The blocks go on the bottom shelf" rather than "The blocks don't go there."

7) Be aware of the child who is communicating but not verbalizing and try to make a positive correction. If a child thrusts out his foot to show off his new shoes, you might say (recognizing his gesture as "conversation") "I see your new brown shoes. They are the same color as your pants."

8) The teacher should try to echo or reflect a child's meaning back to him correctly. For example, if a child says, "Has got one dem flowers, dem Sanna Claus our house" while looking at the Christmas tree, you might say, "You have a Christmas tree at your house too."

Content/Concepts

There are several games we can play with children to stimulate language development. Some games get the children to talk, and others get them to listen.

Learning Experiences or Strategies

3) Cut with a ___________ (knife)
4) Wipe your face with a _________ (napkin, towel)

Activities to stimulate talking.

1) Feely box - make a feely box. Collect several pairs of different objects to put inside. (suggestions - comb, softballs, shells, cotton, spool of thread, crayon) Use the box in the following ways:

a) Place one object from each pair inside the box; leave the others on a table. Hold up one of the objects on the table, give the box to a student and ask them to put their hand inside the box and find the object you are holding. Repeat a few times with different students.

b) Now only work with one set of objects rather than the pair. Show all the objects and put them in the feely box. Then ask a student to find a certain object.

c) This time don't show any of the objects to the students. Ask them to find objects.

d) This time ask a student to put their hand in the box, find a certain object and identify it by feel before pulling it out.

2) Make up a set of flash cards using pictures of objects that would be familiar to children, along with a few items that might be new to them. Hold up the cards one at a time and have the students call out what they are. You can also call on people to tell you what the picture is. (If your students are working on a theme in nursery school such as animals,

Resources

transportation, or seasons, flash cards are a great way to start a "lesson.")

Activities to stimulate listening

1) Play Gossip - tell the students that you are going to pass around a story. Each person must listen very carefully to what they are told, and then whisper the same message to the person next to them.

2) Play follow directions - you will give the students several sets of directions to follow and they will do as you say. Examples = wiggle fingers, touch toes, clap two times, etc. (Young children can only follow 3 or 4 different directions given at one time.)

3) Yes - No Questions - students are to listen very carefully to the questions and then answer yes or no.

Examples -

Tomorrow is Christmas
Cats have two tails.
Cars have tires.
Dogs can fly.
Snow is cold.
Trucks float on the water.

4) Crazy - mixed up story - students will listen to a story you read them and stop you any time you say something that doesn't make sense. They will also tell you what you should say instead.

Example: This morning, Sue got up and poured soda on her cereal and then spread pickles on her toast. When she got dressed she put her socks on her hands and then put her shoes on. She and her mom went outside to come to school in their new giraffe.

<table>
<tr><th>Content/Concepts</th><th>Learning Experiences Or Strategies</th><th>Resources</th></tr>
<tr><td></td><td>5) Tape Recorder
Record some common house sounds (dial tone, door slamming, clock, toilet flushing, typewriter, a zipper zipping, etc.) Play in class and have students try to identify the sounds. (Also great to have children in nursery school record sounds around the room as well as their own voices.)</td><td></td></tr>
<tr><td colspan="3">Evaluation: Tie Your Shoes
This exercise combines talking and listening. Ask one student to be the listener. He will sit in a chair where everyone can see him. One student acts as talker. The talker must explain in words (no gestures) to the listener how to tie his shoes. The listener should follow the talker's directions perfectly. (This is a good exercise in communication and it also teaches students empathy for young children who are trying so hard to learn to tie their shoes.)</td></tr>
<tr><td>Young children need quiet time and active time. Movement activities channels their energy in educational and fun ways.</td><td>The following activities will be difficult for your students to "get into." Encourage them to forget their embarrassment because you're all in the same boat. It is essential that you as teachers, do all these activities. In most cases you will have to initiate them while your students sit back and laugh Keep it up because when they start, they will love this.
Ask your students to come to class wearing clothes they don't mind crawling on the floor in.
Move all desks or tables to the sides of the room so you have a large open space.
Sit with students on floor and go over ditto "Movement Activities." Act out each part of ditto as you go over it.</td><td>Appendix - 2</td></tr>
</table>

MOVEMENT ACTIVITIES

Guidelines for Nursery School

1) Shoes off and organized
2) Establish limits (ex. - no crawling under tables, no leaving the room, whatever is necessary for your particular room.)
3) Control start and stop - 2 blows on the whistle = start, 1 = stop.
4) Personal vs. general space

Purposes of Movement:

1) Social Development - interact with others
    - Barnyard animals
    - Mirrors
    - Sensitivity Jumps
    - Leap - Frog

2) Body Awareness - learn parts of body, develop self-concept.
    - Simon Says
    - Records

3) Cognitive Development - thinking processes
    - Giant Step
    - Colors
    - Make Salad
    - Adapt any cognitive skill to movement

4) Imagination and Creativity
    - Move across room in different ways
    - Name Game
    - Ways animals move
    - Popcorn Popping
    - Bacon Sizzling
    - Make Spaghetti

5) Release Tension
    - Move to music
    - Move to emotions

6) Eye-hand coordination
    - Hoops
    - Scarfs
    - Props

Content/Concepts

Learning Experiences or Strategies

Resources

1) Social Development

Barnyard animal game - go around room and whisper the name of an animal to each person. Be sure that at least 2 people have the same animal. (give yourself one too) Each person must find their partner by making the sound of their animal.

Mirrors - each person needs a partner. The two people will sit on the floor facing each other. One person will act as the mirror. They must copy everything that their partner does (hand movements, facial expressions, etc.) After a minute or two switch roles. This activity aids social development because each person must be sensitive to what their partner is doing.

Sensitivity Jumps - each person needs a partner. The partners are to try to jump, hop, glide, walk, etc. across the room together (same pace, height, etc.)

2) Body Awareness

Simon Says - Play Simon Says with the students. Simon must mention the part of the body - "Simon says put your hands on your head" rather than "Simon says do this" The activity develops self-concept because the children will be learning about their own bodies.

Records - go to the library and get out records that have children identifying parts of their bodies. Sesame Street records are excellent for this.

3) Cognitive Development

Giant Steps - play the game giant steps in class. Children learn numbers as well as spatial relationships.

Content/Concepts | Learning Experiences or Strategies | Resources

Colors - Cut out large circles from different colored construction paper. Have students sit in a circle. Give each student a circle of paper. Then ask everyone with a green circle to stand up. Then all with a red circle, etc. You can also use shapes as well as, or along with colors.

Make Salad - have students stand up and form a large circle. They will be making a salad. Each person will be part of the salad. One at a time everyone will call out a part of the salad and jump into the center of the circle. (Carrot, lettuce, tomatoe, dressing, etc.)

4) Imagination and Creativity

Moving across the room in different ways. Ask students to line up on one side of the room. They are to move from one side of the room to the other in some way. (run, glide, walk backwards, etc.) Each person should try to think of a way to move that no one has used yet. This not only develops creativity, but also divergent thinking.

Popcorn Popping - everyone lays on the floor and pretends they are popcorn in a pan about to be popped. Act it out.

Ways Animals Move - choose an animal and ask everyone to move around the room like that animal. Swing trunks of elephants, hop like grasshoppers, slither like snakes, etc.

Most nursery schoolers respond to activities on the floor because it gives them a sense of security.

Make up chants to go along with the movement. Example -

The great big spider's walking on the ground.
The great big spider's walking all around.
Walking, walking, walking all around

OR

Content/Concepts	Learning Experiences or Strategies	Resources
	Here comes a dinosaur walking down the street, I think he is someone I do not want to meet.	
Movement activities let out rough emotions in an acceptable way. Music enhances movement.	5) Release Tension Play a record that the students will move to. Have them move the way the music makes them feel. Play the music loud and soft.	
	Play different types of music and have them move to the different beats, and tempos. An excellent record to use for this is the Nutcraker. Play the first few moments from several of its songs.	The Nutcraker Suite record
The use of various props while doing movement activities will aid eye-hand coordination. (Scarves, hoola hoops, musical instruments)		
Evaluation:	Divide the class into 4 groups. Assign each group 2 types of movement that they could help young children develop (skipping, walking, galloping, balancing, running, climbing, jumping, hopping) They are to come up with a separate moving activity for each of their assigned types of movement that will help develop that moving skill in preschoolers. They can draw on everything previously learned in this unit to create their activity. When they have their activities completed, they should actually do them with the rest of the class.	
Music activities include singing, records, instruments, finger plays, and body sounds.	Play a record of children's songs as your class is coming into the room to help get them into the mood for the day.	
Body sounds are music you make with your body such as stamping, clapping, snapping, slapping and mouth sounds.	Have students sit in their chairs in a circle. Make up some rhythmic combinations of body sounds to do with the students Then have several students make up their own body sound sequence.	

Content/Concepts	Learning Experiences or Strategies	Resources
Finger plays are short rhymes that are either said or sung and are dramatized by the fingers and hands. Their purposes are to: help coordination of small muscles help develop listening help develop speaking clarity help develop vocabulary help develop rhythm.		
Fingerplays can be used to help get children quiet after an activity, to introduce a shy child to the group, to fill in transition periods, and to soothe a troubled child.	Hand out ditto on fingerplays. Divide class into 10 small groups. Assign each group one of the fingerplays on the ditto and have them learn it. When each group has had enough time to practice their fingerplay, they should teach it to the rest of the class. (You will have to help the groups learn some of the fingerplays).	Appendix - 3
Children can express their feelings and emotions through singing. They learn a song by having it sung to them over and over, rather than by having it taught to them. The pleasure the teacher shows in music will often determine the child's response because genuine enthusiasm is contagious. The teacher need not have a "good voice".	Ditto off some songs you can teach your class. In appendix 4 there are several songs that work well with preschoolers. Especially fun are "Going to the Zoo" "People on the Bus", "If You're Happy and You Know It" and "Funny Face", (Perhaps you can find the melodies to these songs in a music book at your library. Be sure to take the time to sing some songs with your students and act out any parts you can. This way the students will remember the songs for nursery school and will use songs more often in their activities.	Appendix - 4
Songs can also be used as action games in class. Examples are: "London Bridge is Falling Down, "The Farmer In The Dell", and "Ring Around the Rosie".		

FINGERPLAYS

HAMMER SONG

Johnny pounds with one hammer,
one hammer, one hammer,
Johnny pounds with one,
Now he pounds with two,
Johnny pounds with two hammers ... etc.

(Hammers - one hand, other hand, one foot, other foot, head.)

Johnny pounds with five hammers,
five hammers, five hammers,
Johnny pounds with five hammers
Now he pounds no more.

WHERE IS THUMBKIN

Where is Thumbkin? Where is thumbkin?
Here I am. Here I am.
How are you today sir? Very well I thank you,
Run away. Run away.

2. Where is Pointer? (index finger)
3. Where is Tall Man? (middle finger)
4. Where is Lazy Man? (ring finger)
5. Where is Little Man? (little finger)
6. Where are all men? (all fingers)

THE EENCY, WEENCY, SPIDER

The eency, weency spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the eency, weency spider went up the spout again.

THE ELEPHANT

The elephant is so big
He has no hands
He has no toes
But oh my goodness,
What a nose!

Use arms for elephant
Point to hands and toes
Make trunk with arms and hands

THE BUNNY

Here is a bunny
With ears so funny
And here is a hole in the ground
When a noise he hears
He wiggles his ears
And jumps in the hole in the ground

Make a fist with one hand
Extend two fingers for ears
Make hole with other hand

FIVE LITTLE MONKEYS

Five little monkeys jumping on the bed
One fell off and bumped his head
He called the doctor and the doctor said
Thats what you get for jumping on the bed

Four little monkeys ... etc..

One little monkey jumping on the bed,
He fell off and bumped his head
No more monkeys jumping on the bed.

Have five fingers for
monkeys
Other hand for bed
Point index finger for
one bumping head
Tap head on knuckles
Dial a phone
Shake finger

JACK-O-LANTERN

I am a pumpkin, big and round
Once upon a time I grew upon the ground
Now I have a mouth, two eyes, a nose,
What are they for do you suppose?
When I have a candle inside shining bright
I'll be a Jack-O-Lantern on Halloween night.

Arms for size of pumpkin
Point to ground
Point to each feature
Finger to head thinking
Thumbs in armpit bragging

BABY BUMBLE BEE

I'm bringing home a baby bumble bee
Won't my mama be so proud of me
Cause I'm bringing home a baby bumble bee
Bumble, bumble, bumble, bumble ouch! he stung me,

I'm squashing up my baby bumble bee - It's all over me,

I'm wiping off my baby bumble bee, Now my mama won't spank me.

1, 2, 3

1, 2, 3 there's a bug on me! (Pretend to brush it off)
Where did he go? (Look around)
I don't know!

THERE WAS A LITTLE TURTLE

There was a little turtle,
   (Make small circle with hands)
He lived in a box
   (Make box with both hands)
He swam in a puddle
   (Wiggle fingers)
He climbed on the rocks
   (Climb fingers of one hand up over the other)
He snapped at a mosquito
   (Clap hands)
He snapped at a flee
   (Clap hands)
He snapped at a minnow
   (Clap hands)
He snapped at me
   (Point to self)
He caught the mosquito
   (Hold hands up, palm facing forward, quickly bend fingers shut)
He caught the flee
   (Same)
He caught the minnow
   (Same)
But he didn't catch me
   (Move hands apart)

SONGS

BOA-CONSTRICTOR

I'm being swallowed by a boa-constrictor,
I'm being swallowed by a boa-constrictor,
I'm being swallowed by a boa-constrictor,
And I don't like it very very much.

Oh no, Oh no,
He's swallowed my toe, he's swallowed my toe,
Oh gee, Oh gee,
He's up to my knee, he's up to my knee,
Oh my, Oh my,
He's gobbled my thigh, he's gobbled my thigh
Oh fiddle, Oh fiddle,
He's reached my middle, he's reached my middle,
Oh heck, Oh heck,
He's up to my neck, he's up to my neck,
Oh dread, Oh dread,
He's swallowed my uggghhh....

GOING TO THE ZOO

Daddy's taking us to the zoo today,
zoo today, zoo today.
Daddy's taking us to the zoo today,
We can stay all day.

CHORUS

We're going to the zoo, zoo, zoo
How about you, you, you,
You can come too, too, too,
We're going to the zoo, zoo, zoo.

See the elephant with the big trunk swinging,
Great big ears and the long trunk swinging,
Stuffing up the peanuts with the long trunk swinging
We can stay all day. CHORUS

Well the monkey's in the cage are all scritch, scritch, scratching
Jumping all over and scritch, scritch, scratching,
Eating bananas and scritch, scritch, scratching
We can stay all day. CHORUS

The seals in the pool are all honk, honk, honking,
Swimming around and honk, honk, honking
Little tiny seals all honk, honk, honking
We can stay all day. CHORUS

See the big bear he's a huff, puff, puffing,
His coats too heavy he's a huff, puff, puffing,
Don't get too near the huff, puff, puffing
We can stay all day. CHORUS

GOING TO THE ZOO (Cont.)

Slower
Well we stayed all day and I'm getting kind of sleepy,
Sitting in the car getting sleep, sleep, sleepy
Home already and I'm sleep, sleep, sleepy
We did stay all day. CHORUS

Fast again
Mommy's taking us to the zoo tomorrow
Zoo tomorrow, Zoo tomorrow
Mommy's taking us to the zoo tomorrow
We can stay all day. CHORUS

THE PEOPLE ON THE BUS

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

2. The wheels on the bus go round and round.
3. The horn on the bus goes beep, beep, beep.
4. The money on the bus goes clink, clink, clink.
5. The wipers on the bus go swish, swish, swish.
6. The babies on the bus go waa, waa, waa.
7. The fathers on the bus go shh, shh, shh.
8. The driver on the bus goes move on back.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it clap your hands,
If you're happy and you know it clap your hands,
If you're happy and you know it then your face will surely show it,
If you're happy and you know it clap your hands.

2. If you're mad and you know it stamp your feet.
3. If you're sad and you know it frown like this.

Slow 4. If you're tired and you know it close your eyes.
Fast 5. If you're happy and you know it clap your hands.

MARY HAS A RED DRESS ON

(Tune: Mary had a Little Lamb)

1. Mary has a red dress on, a red dress on, a red dress on.
   Mary has a red dress on, all day long.
2. Johnny has brown shoes on
3. Karen has a blue skirt on. etc.

CLEAN-UP SONG

(Tune: The Muffin Man)

Michael puts the blocks away, the blocks away, the blocks away,
Michael puts the blocks away, we're all cleaning up.

SIX LITTLE DUCKS

Six little ducks that I once knew
Fat ones, skinny ones, fair ones too.
But the one little duck with a feather on his back,
He led the others with his quack, quack, quack.
quack, quack, quack, quack, quack, quack.
He led the others with his quack, quack, quack.

2. Down to the river they would go,
Wibble, wabble, wibble, wabble to and fro, etc.
3. Into the river they would dive,
Over and under the other five, etc.
4. Home from the river they would come,
Wibble, wabble, wibble, wabble ho-hum-hum..etc.

LOOBY LOO

CHORUS

Here we go looby loo, Here we go Looby light,
Here we go Looby loo, All on a Saturday night.

1. I put my right foot in, I put my right foot out
I give my right foot a shake, shake, shake, and turn myself about.
2. I put my left foot in. etc.
3. I put my right hand in. etc.
4. I put my left hand in. etc.
5. I put my little head in. etc.
6. I put my whole self in. etc.

FUNNY FACE

Who's behind that funny face,
Nobody knows but me.
Who's behind that funny face,
Nobody knows but me.
And I won't tell you,
You will have to guess,
If your guess is right,
I will answer yes.

NAME SONG

Pat, Pat, bo bat
Banana, fanna, fo fat
Me, my, mo mat
pat.

Content/Concepts	Learning Experiences or Strategies	Resources
Records can be used for movement activities as well as for background music during lunch, arts and crafts, and clean-up.		
Instruments add to a child's enjoyment of music. Use real instruments (guitar, piano, zither) as well as home made instruments.	Demonstrate to class how to make several different instruments - or have the students make some instruments in class.	

Evaluation: Have students become familiar with the various ways to produce different sounds from all the instruments available for nursery school. They should be able to demonstrate an instrument for the class.

Story-time is a very enjoyable experience for young children. There are several ways to tell stories. Reading them from books is only one way.		
Book Reading 1) hold the book so all can see the pictures. 2) the reader should know the story well. 3) the reader should tell the story with feeling. 4) the reader should make eye-contact with the children.	Pick a student to demonstrate how to hold a book and turn the pages. Refresh your students' memories of picture books by reading through some in class. Classify them by subject categories (animals, transportation, weather, body parts, seasons, etc.)	
Puppets serve several purposes when working with children. They are for entertainment, dramatic play, language development, (children talk to puppets) and for teaching lessons (the puppet acts as the teacher for the children).	Have examples of the following types of puppets to show the class: stick, paper mache, sock, paper bag, etc. If you have a puppet theatre, demonstrate how to use it. You may also put on a puppet show from behind a table with a sheet draped over the front.	

Content/Concepts	Learning Experiences or Strategies	Resources
Flannel boards can be used to tell stories as well as teach lessons and concepts.	Demonstrate the various objects that will stick to a flannel board and can be used to back pictures you may want to display on the board (cotton, felt, burlap, pellon, sandpaper, velcro.)	
Chalk-board stories allow you to tell a story while drawing it out as you go along.	Decide on a story to tell (Harold and the Purple Crayon works great for chalk-board stories). Have a long roll of paper with the pictures of the story lightly drawn in pencil on it. Tape this on the wall. Draw over your pencil lines in crayon or magic marker as you tell the story.	
Filmstrips - Besides being an excellent way to tell a story, filmstrips also add the extra excitement of a "Movie".	Obtain a filmstrip of a children's picture book from a library and show it in class. "Where The Wild Things Are" works well.	

Evaluation: Divide the class into 3 or 4 groups. Have each group choose a story and demonstrate how to tell that story using each of the storytelling techniques.

Arts and Crafts Gives children a feeling of self-confidence, develops creativity and improves motor skills.	Discuss the purposes of using arts and crafts with young children. Give a large "Flash card" with a phrase about arts and crafts written on it to each student. Have them show the card to the class, state whether the statement is true or false and explain why. Some phrases that may be put on the cards are: 1) Children are always creative (F) 2) Guidance and encouragement from the teacher (T) 3) Pictures should look like the "real thing" (F) 4) Teacher must be an expert in art. (F) 5) Fit the activity to the ability. (T) 6) The finished product is most important in art activities. (F)	

Content/Concepts	Learning Experiences or Strategies	Resource
	7) Always watch over the child to see his/her results (F) 8) Understand (T) 9) Share ideas (T) 10) Don't worry about cleanliness. (F) 11) Relate art to the child's experience (T) 12) Conformity (F) 13) Children will do it all by themselves (F) 14) Let children try to over come problems on their own. (T) 15) Expose children to a wide variety of art styles (T)	
4 steps in learning a new skill. 1) Get to know the materials (find out what they can and can't do.) 2) Try to create something with the materials - gain control. learn from accidents. 3) Put the results of different experiments together. 4) Gain more control, use a variety of techniques or strategies.	Spread newspaper out on the tables. Give each student 2 pieces of unlined paper and some 12" long pieces of string or yarn. Place paints out in open-mouthed containers on the tables. Ask the students to use the first sheet of paper to experiment on. They are to paint a design on it using the string as a brush. They must dip the string into the paint to get it wet. They may not push it in with their fingers or any other object. After they have experimented, ask them to draw a "recognizable" picture on the second sheet of paper.	

Evaluation: Afterwards, discuss how they felt, how they went about painting, and what they learned. (Ex. questions - does this help you understand what the child experiences? How might their experience be different from yours? Would it take longer for a young child to learn? Would a young child be more adventurous with a new material than you were? How can you best help children with a first experience with new materials?)

	Role play the following situations in class. For each situation one student will act as the nursery school teacher and the other student will act as the preschool child. Write a "briefing statement" for each student. Allow time for the students to work out their situation. Then have them role-play. After each role play ask the class the following questions -	

Did the teacher's actions seem helpful?

How did they seem to make the child feel?

Did the teacher do anything that did not seem to help?

Did the "child" behave as a real child might?

Can you suggest any other ways to deal with the situation?

Situation I

"Briefing for the teacher"

You are supervising children who are painting, and you forget to tell them to wear their smocks. One child, who is wearing a new skirt, spills paint on it, and seems very upset. What do you do?

"Briefing for the child"

You wanted very badly to wear your new skirt to school. Your mother said no, it will get dirty. She wanted you to save it to wear on Sunday. You promised to be very careful, and she finally said you could wear it. Now you have spilled paint on it. You think she will be upset when she sees the paint, and you don't know what to do.

Situation II

"Briefing for the teacher"

You are supervising the playground area near the slide. You see children climbing the ladder and crowding up at the bottom of it. They are getting impatient and calling because one child at the top won't move. You've noticed that this child always seems to want to be first and always wants to hold your hand. What do you do?

"Briefing for the Child"

You have never been on a slide before. You want to try because it looks like fun. Now you are sitting on top, and you are frightened. It seems so high off the ground, and so steep and fast. You want to slide down but you can't. You hear other children calling behind you, telling you to go down, but still you're afraid.

Situation III

"Briefing for the teacher"

You see that a small child has collected several toys. As you come near, he or she says, "Look at all these things I'm playing with. No one else can have any of them!" What is he or she trying to do? What do you do?

"Briefing for the child"

You have just gathered up all the toys you like best. At home your two big brothers never let you play with any toys they want to play with. This is your chance to play with the toys you like best. The way to do it is to make sure no one else gets them first. When the teacher comes by you say "Look at all these things I'm playing with. No one else can have any of them!"

Situation IV

"Briefing for the teacher"

You are about to leave with a group of children to visit a farm. You thought all the children were looking forward to it. But now that it is time to leave, one child brusts out crying and refuses to go. What do you do?

"Briefing for the child"

When your mother left you this morning, she said she was going to pick you up early today. You don't want to leave the building, for fear you'll miss your mother. The time has come to leave to visit a farm. You begin to cry and say you don't want to go.

Content/Concepts

Learning Experiences or Strategies

Resources

Situation V

"Briefing for the teacher"

Today you are responsible for organizing clean-up after juice time. At the table next to you, where no adult or helper is sitting, a child begins throwing crackers at a friend sitting across the table. What do you do?

"Briefing for the child"

It is juice time. You are sitting at a table where there is no teacher. Your friend is sitting across the table. Suddenly you feel like being silly, so you throw a cracker at your friend.

Situation VI

"Briefing for the teacher"

You are sitting at the art table with several children who are cutting designs out of construction paper. One child asks for a pair of scissors. You see one older child slip a pair of scissors off the table and sit on them. None of the children notices. Another child gives the first child a pair of scissors. You are wondering about the older child who hid the scissors. Why did he do it? What do you do?

"Briefing for the child"

You are sitting with several younger children and the teacher at an art table, cutting designs out of construction paper. One child asks for the scissors. You see a pair of scissors next to you. You don't know why, but all of a sudden you want to hide the scissors so the other child can't use them. Quietly, when no one is looking, you slide them off the table and sit on them. Someone else loans the first child a pair of scissors.

Show film "Michael's First Day" which depicts some problems your students can expect the first few sessions of nursery school. Discuss why Michael acted as he did.

Michaels First D
Exploring Childh

Content/Concepts	Learning Experiences or Strategies	Resources
The experiences and activities involved in tutoring an elementary school age child are quite different from those used when working with preschoolers.		
We can increase our understanding of young children if we can remember how we felt when we were their age.	Ask students to complete the handout "When I was 7 or 8 years old!". They may need a lot of encouragement to get to remember back to those years.	Appendix - 5
	Assign students to complete the handout "Parent Interviews" When the assignments are completed, have students share their summaries in class to increase everyones awareness of elementary school age children.	Appendix - 6
Tutoring Techniques Most of the following concepts deal with reading, but the techniques may be adapted to other areas as well.		
Pictures help children learn to read. In books, pictures often give us clues as to what words mean.	Have each student make up a word. Have them' write the word in a sentence, and then draw a picture of the word below the sentence. Have each student read their sentence and show the picture while the rest of the class guesses what the word means.	
	Have a "Spelling Bee" and a "Math Bee" in class.	
Open ended stories help to develop writing skills.	Ask the students to write down their answers to some open ended questions. Example - If I were President, I would ________ I love to play ________ because ________ If I had my choice of anywhere in the world to go, I'd go to ________ because ________. My brother/sister makes me mad when he/she ________. The funniest thing that happened to me was the time that ________.	

Appendix - 5

WHEN I WAS 7 OR 8 YEARS OLD:

1) I liked to ______________________________ on Saturday.

2) What I liked best about school was ______________________________.

3) What I liked least about school was ______________________________.

4) I couldn't understand why grown-ups ______________________________.

5) What really excited me was __________________________.

6) I thought that the best time of year was ______________________ because
__________________________________.

7) And if I could have spent all afternoon doing anything that I wanted to,
I think I would have ___________________________.

8) The place that I liked to visit best was ________________________.

9) I got scared when ______________________________.

10) Older kids were ______________________________.

11) School was _________________________________.

12) I liked to go _________________________________.

13) I looked forward to the times when _____________________________.

14) My friends and I liked to ______________________________.

15) In school I thought about ______________________________.

16) I got angry when ___________________________.

17) When I got home from school I thought about __________________________.

18) I spent most of my day ____________________________.

19) It was always fun for me to ______________________________.

20) When school was out we always liked to _________________________ before
going home.

21) The best thing that happened to me in school was ________________________.

22) My teacher was usually ____________________________ to me.

PARENT INTERVIEWS

1) Name and age of child.

2) What are the child's responsibilities?

3) Who does the child usually play with?

4) Where do they play?

5) Where can't they play?

6) How far from home can they go?

7) Have they picked up any traits from people outside of the family?

8) Is there anyone outside of the immediate family who has had a strong influence on the child's life? How?

9) Do you have much to do with other families in the neighborhood? How is your child involved with these interactions?

10) What kinds of questions does your child ask about people? What kinds of things do you tell them about other people?

11) Do you worry when your child goes outside? Why?

12) Are there ways in which you encourage your child to be independent?

13) What fears do you have about your child's growing up?

14) Have your values for your child changed much from your parents' values for you? If so, how do you account for these changes?

15) Are there ways in which you try to affect your child's future? To influence their developing interests and skills?

16) Can you think of ways that your child affects other people?

17) Whom do you consider qualified to give you advice on rearing your children?

DIRECTIONS:

Interview the parent of an elementary school age child. The questions above will be your guide. Record all answers. If a parent would rather not answer a particular question, just go on to the next one.

After you have interviewed and recorded all responses, summarize the information by answering the following questions on a separate paper.

1) WHAT VALUES IS THE CHILD LEARNING FROM HIS/HER PARENT?
2) HOW DOES THE CHILD REACT TO EXPERIENCES OUTSIDE THE FAMILY?
3) HOW DOES THIS RELATE TO LIFE AT HOME? (ACCEPTED BY FAMILY, ENCOURAGED)
4) WHICH PEOPLE AND EXPERIENCES BEYOND THE CHILD'S FRONT DOOR DO YOU FEEL WILL HAVE THE MOST LASTING INFLUENCE ON THE CHILD? WHY????

The summary is the most important part!

Content/Concepts	Learning Experiences or Strategies	Resources
Sentence scrambles aid in reading and sentence structure.	Write a sentence on a piece of paper. Cut up the paper so there is one word on each slip of paper. Place these in an envelope or paper clip them together. Make enough for each student in your class. Give one to each student and have them arrange the slips of paper so they form a logical sentence.	
	Divide the class into 3 or 4 groups. Have 1 student in each group write the letters of the alphabet down the left hand side of their paper. Choose a category such as "girls names". The group should think of a girls name beginning with each letter of the alphabet and write it next to the letter. Have the groups race. (When the students do this with young children they should choose a category the children are interested in such as dogs, baseball teams, etc. This activity is a good review for children learning the alphabet and it also concentrates on spelling.)	
	Use the booklets "Tutoring Tricks and Tips" and "For the Tutor" to find activities that a tutor would do with children. Have your students actually do these activities in class so they will become familiar with them and remember them once they begin tutoring. You will find most of the activities in the booklet "For the Tutor". The other booklet contains many concepts important for tutors to remember. Make up colorful posters of these concepts and place them up around the room. Go over all posters in class and tell the students to refer to them throughout their tutoring experience.	Tutoring Tricks and Tips For the Tutor Prepared by the National Commission on Resources Fo Youth, Inc. 36 West 44th St. New York City, 10036 May Conway Kohler, Director
	Have the students write a definition for the word "Parenting" in their notebooks.	
	Make a bulletin board of the poem "Children Learn What They Live" Leave out the last word of each phrase.	

Content/Concepts	Learning Experiences or Strategies	Resources
	(for example, If a child lives with criticism he learns to ____________). Have the students fill in the missing word according to what they feel the child will learn. Then review how the poem completes each phrase by adding that word as you do each phrase.	
Parenting - A relationship between people beginning with having respect for each other and a genuine interest in each other.	Ask the students to write down the answers to the following questions in their notebooks. 1) Who taught you how to ride a bike? 2) Where did you learn to read? 3) Where did you first learn about sex? 4) Who exposed you to religion? 5) Who taught you how to play your favorite game? 6) Who got you interested in your hobby? 7) Who do you go to when you need someone to listen?	
	Hand out ditto "Parts People Play" and have students complete it.	Appendix - 7
	Ask them to describe who "parents", or what parenting is.	
	Show filmstrip "Parenting - Fathers, Mothers, and Others" and discuss.	J.C. Penney

PARTS PEOPLE PLAY

We all have ideas about what mothers and fathers should be or do. What words do you associate with these roles?

1. Under the column headings marked "Role of Father" and "Role of Mother" place an X if the word in your opinion describes that role.
2. Choose one person other than your mother and father who has parented you. Place an X in the column "Role of Other Parent" beside the words which best describe that person.
3. In the last column, "My Parenting Role" place an X beside the words that describe yourself when you are parenting others.
4. Review your list and circle the words you marked in at least three categories. What is basic in your definition of parenting?

role of mother	role of father	role of other parent	my parenting role	
				loving
				helping
				caring
				punishing
				understanding
				kind
				cheerful
				sharing
				angry
				carefree
				responsible
				traditional
				creative
				fair
				perceptive
				sensitive
				others